DOCUMENT RESUME

ED 409 535 CS 012 860

AUTHOR	Kane, Roberta S.; Warner, Dori
TITLE	Motivating Students To Read.
PUB DATE	May 97
NOTE	158p.; Master's Research Project, Saint Xavier University and IRI/Skylight. The teacher observation checklists in the appendices contain filled-in type.
PUB TYPE	Dissertations/Theses - Masters Theses (042)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Action Research; Classroom Environment; Family Environment; Grade 1; Grade 2; Parent Attitudes; Primary Education; *Reading Attitudes; Reading Improvement; *Reading Motivation; Reading Research; Student Attitudes; *Student Motivation
IDENTIFIERS	*Illinois (Chicago Suburbs)

ABSTRACT

This action research project implemented a program for motivating students to read so that they would become enthusiastic, lifelong readers. The targeted population consisted of first- and second-grade students in a middle class community located in a western suburb of Chicago, Illinois. The problem of lack of motivation in reading was documented through teacher observation, student and parental surveys, student behavioral checklists, student and parent interviews, and student assessment. Analysis of probable cause data indicated that many factors influence a child's motivation to read. These may include learning difficulties, emotional well-being, and home and school environment. This report focused on how the home and school environment can motivate children's reading and ways to implement motivational techniques. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting resulted in the development of motivational techniques for the teaching of reading in the classroom setting and encouragement in the home environment. Post intervention data reflected an overall improvement in the students' motivation to read. This was most noted through student and parent interviews and surveys, as well as teacher and parent observation. (Contains 30 references, and 6 tables and 38 figures of data; appendixes contain survey instruments, interview questions, checklists, and sample "book bag" activities.) (Author/RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CS

ED 409 535

MOTIVATING STUDENTS TO READ

Roberta S. Kane
Dori Warner

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Kane

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier & IRI/Skylight
Field-Based Masters Program
Elmhurst, Illinois
May 1997

CS012860

BEST COPY AVAILABLE

SIGNATURE PAGE

This project was approved by

Peter B [illegible] MA MAT

Advisor

Nancy J [illegible] M Ed

Advisor

Beverly Gulley

Dean, School of Education

ABSTRACT

This report described a program for motivating students to read in order to become enthusiastic, lifelong readers. The targeted population consisted of first and second grade students in a middle class community, located in a western suburb of Chicago. The problem of lack of motivation in reading was documented through teacher observation, student and parental surveys, student behavioral checklists, student and parent interviews, and student assessment.

Analysis of probable cause data indicated that many factors influence a child's motivation to read. These can include learning difficulties, emotional well-being, and home and school environment. The focus of this report was how the home and school environment can motivate childrens' reading and ways to implement motivational techniques. This report did not focus on learning difficulties.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the development of motivational techniques for the teaching of reading in the classroom setting and encouragement in the home environment.

Post intervention data reflected an overall improvement in the students' motivation to read. This was most noted through student and parent interviews and surveys, as well as teacher and parent observation.

TABLE OF CONTENTS

CHAPTER 1 - PROBLEM STATEMENT AND CONTEXT........................1
General Statement of the Problem...............................1
Immediate Problem Context......................................1
The Surrounding Community......................................3
National Context of the Problem................................4
CHAPTER 2 - PROBLEM DOCUMENTATION...............................7
Problem Evidence...7
Probable Causes...21
CHAPTER 3 - THE SOLUTION STRATEGY..............................29
Literature Review...29
Project Objectives and Processes..............................32
Project Action Plan...33
Methods of Assessment...37
CHAPTER 4 - PROJECT RESULTS....................................38
Historical Desription of the Intervention.....................38
Presentation and Analysis of Results..........................42
Conclusions and Recommendations...............................76
REFERENCE LIST...85
APPENDICES...88

CHAPTER I

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

Many of the students in the targeted first and second grade classes come to school without appropriate motivation and enthusiasm for reading. This is evidenced by teacher observation, parental comments and student behaviors among other things. What appears to be a lack of motivation could result from many other circumstances, including a lack of skills. It is however, the focus of this paper to follow the implementation of techniques to motivate childrens' reading.

Immediate Problem Context

The participating school has students ranging from prekindergarten through grade five. It is considered a medium size school with a total enrollment of 470 students. Enrollments reported as of September 29, 1995 and published in the October 1996 School Report Card listed the major racial-ethnic groups as: 88.7% White, 2.8% Black, 5.7% Hispanic, and 2.8% Asian-Pacific Islander. The low income students, 9.8%, are from families receiving public aid or eligible to receive free lunches. Of the total school population, 3.0% are limited English-proficient students who have been found to be eligible for bilingual education. The attendance rates are 95.4%, student mobility is 6.0% and there are no chronic truants.

The elementary school has the following support personnel

Certified:

a principal
a part time nurse
a part time psychologist
a part time social worker
one and one half instructional services consultants
a Chapter I reading specialist
a part time speech therapist
an ESL teacher
a part time art specialist and a music specialist
one full time physical education teacher
an additional physical education teacher is in the building for 40 minutes per day to team with the regular teacher
a part time occupational therapist
a part time physical therapist
an adaptive physical education teacher
a library learning center coordinator

Non-certified support staff:

secretary to the principal
health aide
ESL aide
library learning center aide
three classroom aides
two inclusion aides
two and one half custodians

The school has 22 classroom teachers. Of the 22 classroom teachers, six have a Bachelors degree and 16 have a Masters degree. The average number of years experience is 16. There is one certified teacher per classroom.

The teachers involved in the research teach a first grade self contained class and a second grade self contained class. The students of the first grade class are 96% White and 4% Hispanic. The students of the second grade class are 95% White and 5% Hispanic. The first grade class has 4% students who have English as a second language and the second grade class has 5% students who have English as a second language. There are 4% and 5% of children in the two classes that qualify to receive free lunch.

The school is traditional in its format and follows the district academic guidelines as well as state mandates. The reading program uses a whole language approach, is literature based, and is new to the school.

The district employs one superintendent and two assistant superintendents, as well as a principal at every school site. There are two buildings that have hired assistant principals. The average administrator's salary is $80,000. The district employs 139 classroom teachers, with an average salary of $45,000.

The Surrounding Community

The community is composed of two public elementary school districts, each having four elementary schools, one junior high school, and its own administrative structure of a superintendent and two assistants. There is one high school in each of the districts which is part of a four high school district with its own administrative structure. Each of the districts has a private

Catholic kindergarten through eighth grade school. Many of these students attend the public schools when they begin high school.

The community surrounding this school has a population of 25,673 in which 94.3% are White, 3.1% are Asian/Pacific Islanders, 2.8% are Hispanic (any race), 1.4% are Black, and 0.1% are American Indian, Alaskan Aleutian. Of the total population 56.8% have a Bachelors or higher degree. The median family income is $61,750. and the per capita income is $24,151 (U.S. Government Census).

In addition to the schools, the community offers a vibrant shopping district, a new public library, an extremely active park district and 29 houses of worship.

The district involved in this study, has had strong community commitment toward education through the years. In fact, the community has passed every school referendum, except one, in its history. It has abundant parent dedication on committees and generous community support through PTA and volunteer work in the schools.

National Context of the Problem

Research shows that today's students are reading less and less and many are illiterate. According to a National survey released in 1985 by the National Assessment of Educational Progress (NAEP), more than half (61%) of this country's 17-year-old students cannot read well enough to learn what they should from a high school text book. Finn and McKinnney (1989) reported that the NAEP also found:

- only 64.2% of nine-year-old students have basic reading skills

- only 60% of 13-year-olds and barely 84% of all 17-year-olds can read at the "intermediate" level.

America's future success in economic growth and competition in today's world market depends on our ability to educate our nation's youth. We can not accept schools producing students in the bottom range of scholastic ability and productivity. "What is perhaps most serious, besides the loss of individual talent and energy, is the rapid growth of an uneducated, unproductive underclass, which is increasingly destructive to its own members and society at large (Cuban, 1987; Lamar, 1988)."

Many readers are non readers, not because of an inability to decode or interact, but by choice. How to motivate able readers to choose to read is the question which concerns parents and teachers.

Virtually all children are born with motivation to learn. It is a characteristic of the human species. Children are naturally curious explorers. Infants search their environment to make sense of it. Toddlers ramble awkwardly but with determination, pushing and pulling everything in sight to find out what it does. Preschoolers are fascinated and awe struck by the new and different in their world. And then comes school. Too often, the child's motivation to learn seems to dwindle with age. Reminders to study seem to replace the frequent spontaneous applause that accompanied the learning conquests of early childhood (Wlodkowski and Jaynes, 1990).

What has happened? Where did the motivation go? Why does it seem to diminish as children enter school?

Motivating students to read is recognized as an important variable at all levels of reading instruction. A major concern of teachers is how to motivate students to actively engage in learning the basic reading skills, applying these skills in their reading and reading for personal enjoyment. A major feature that facilitates the success of developmental, corrective and remedial instruction is the teacher's ability to motivate students (Rupley, Ash, Blair, 1983).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

The evidence to document the lack of motivation to read was gathered through parent surveys (Appendix A), student surveys (Appendix B), student interviews (Appendix C) and teacher observation (Appendix D).

In the Pre-Project Parent Survey it was noted that 12% of the parents in Class A and 32% of the parents in Class B believe that their child was not motivated or excited to read (Figure 1). Class A's parents also responded that 4% of their children do not choose to read or look at books independently (Figure 2) and 8% said they had a difficult time even encouraging their children to read or look at books (Figure 3). Eighteen percent of Class B's students do not read or look at books independently (Figure 2), while 27% of the parents in Class B have a difficult time encouraging their children to read or look at books (Figure 3).

In order for students to read, reading materials need to be readily available to them. Therefore, parents were asked "What kinds of reading materials are available in your home" (Table 1, Figure 4 and Figure 5)? It was noted that with the exception of comic books, there is generally a wide variety of reading materials available to all of the children in Class A as well as in Class B.

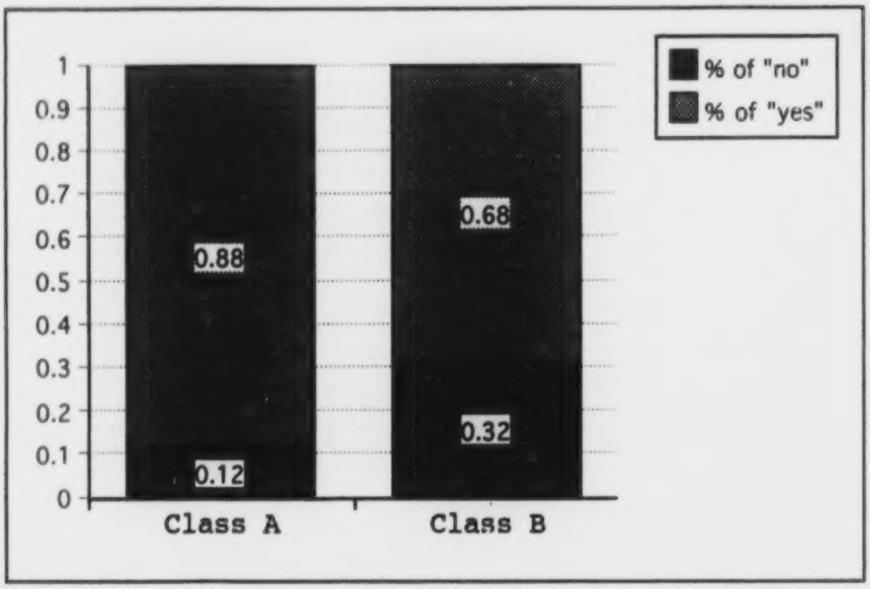


Figure 1 Is your child motivated (excited) to read?

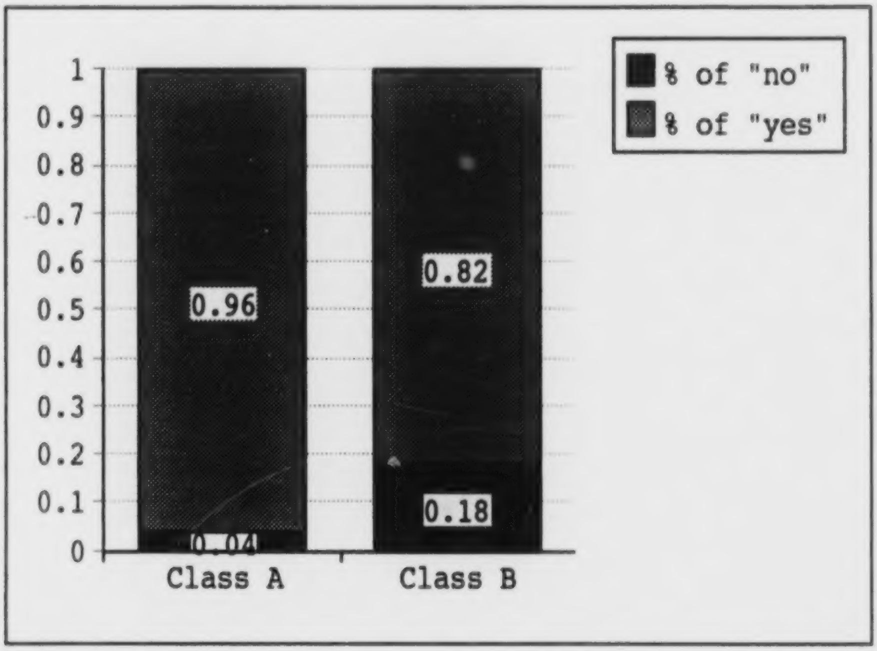


Figure 2 Does your child choose to read (or look at) books independently?

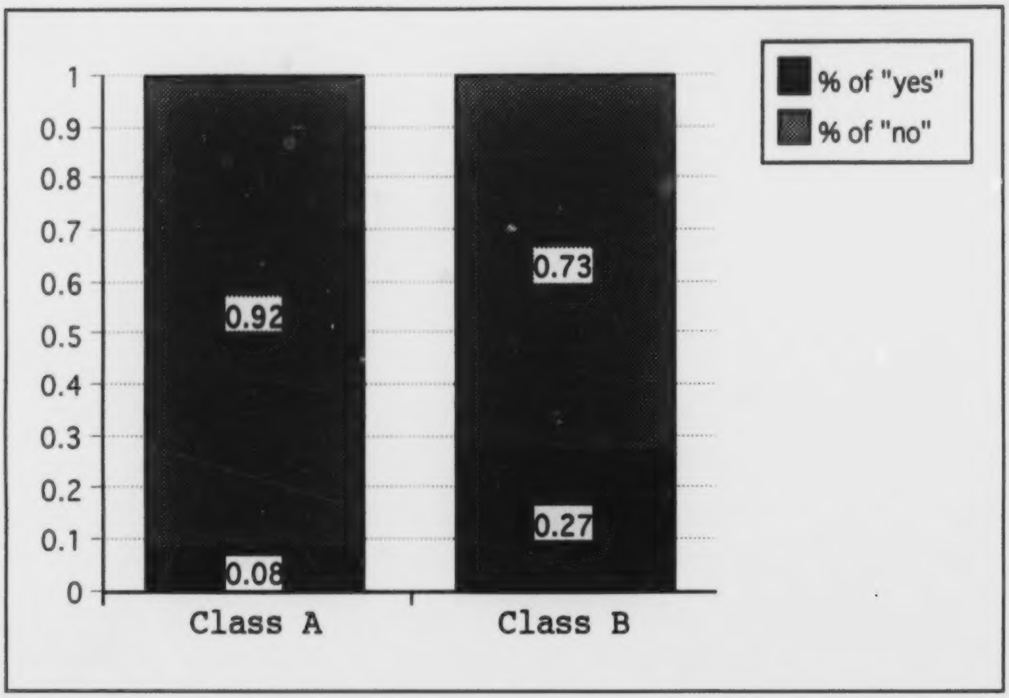


Figure 3 Do you have a difficult time encouraging your child to read (look at) books at home?

Table 1 Reading materials readily available in the home.

	books	magazines	comic books	library books	photo albums	newspapers
Class A	100%	96%	28%	96%	96%	96%
Class B	100%	95%	18%	86%	82%	86%

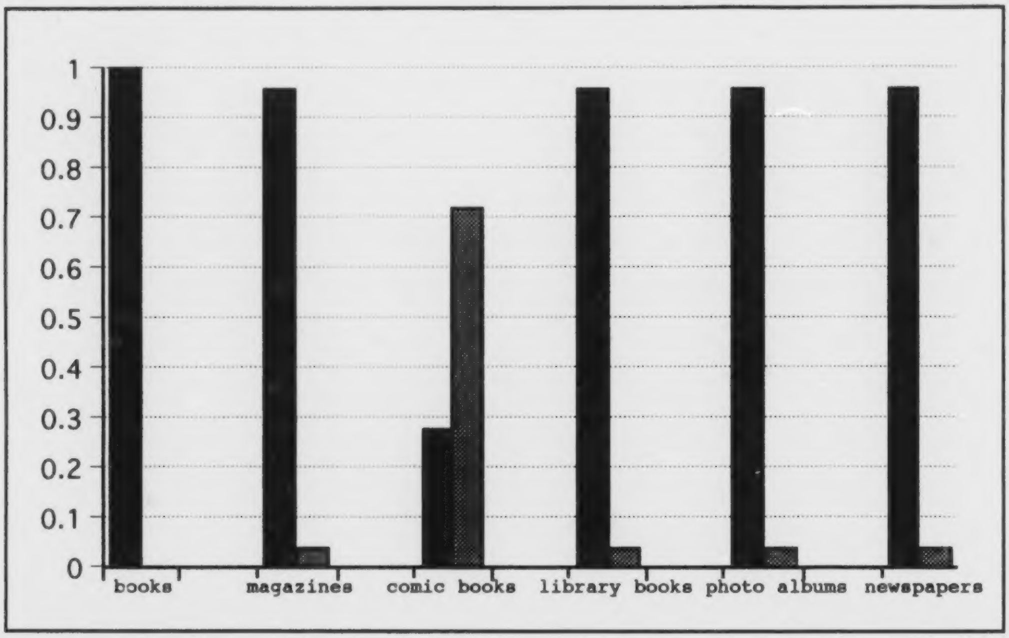


__Figure 4__ Class A What kinds of reading materials are available in your home?

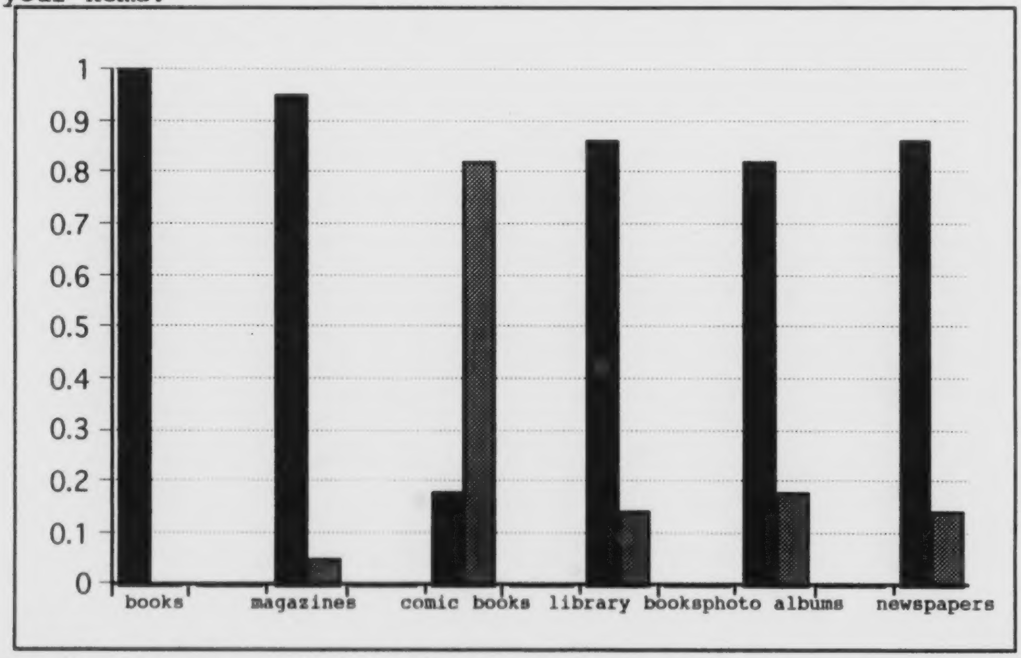


__Figure 5__ Class B What kinds of reading materials are available in your home?

When asked what is your child's favorite reading material, 100% of the parents responded that their child's favorite reading material was books. The final question on the survey asked parents how much time they spend reading with their child each day (Figure 6 and Figure 7).

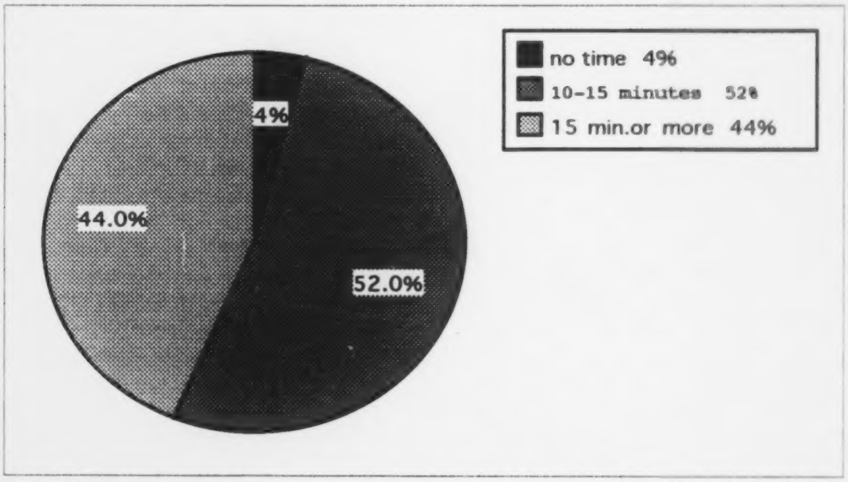


Figure 6 Class A How much time do you usually spend reading with your child per day?

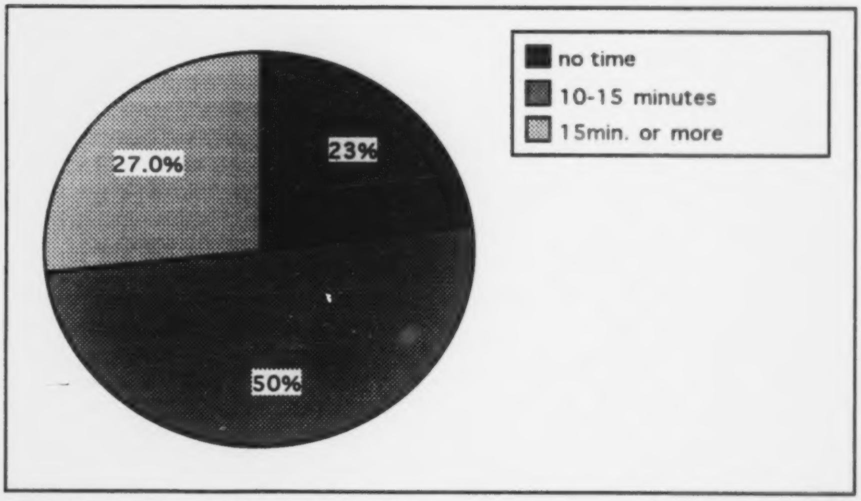


Figure 7 Class B How much time do you usually spend reading with your child per day?

In the Pre-Project Student Survey it was noted that 20% of the children in Class A (first graders) say that reading for fun at home is "Yuk" and only 9% of the second graders or Class B felt the same. However, there were 50% or less students in each of the classes that felt reading at home for fun ranked a "Hooray" (Figures 8 and 9).

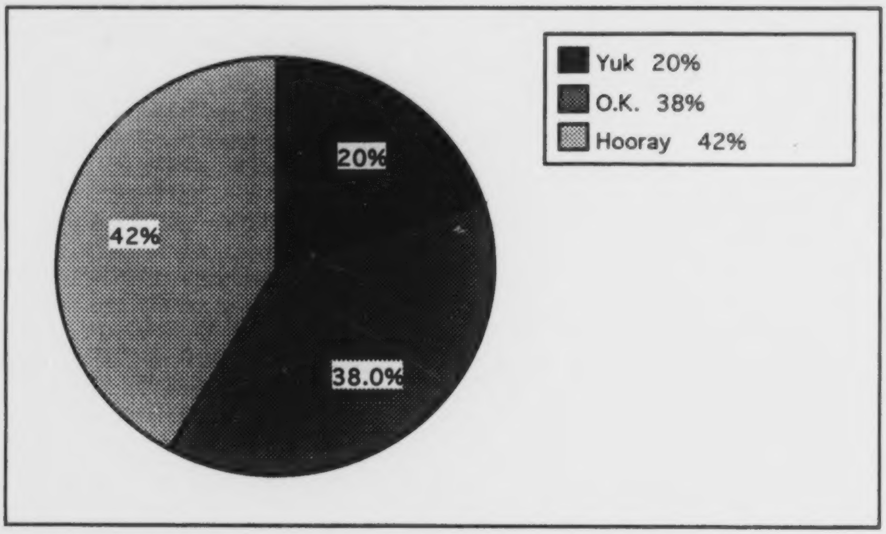


Figure 8 Class A How do you feel about reading for fun at home?

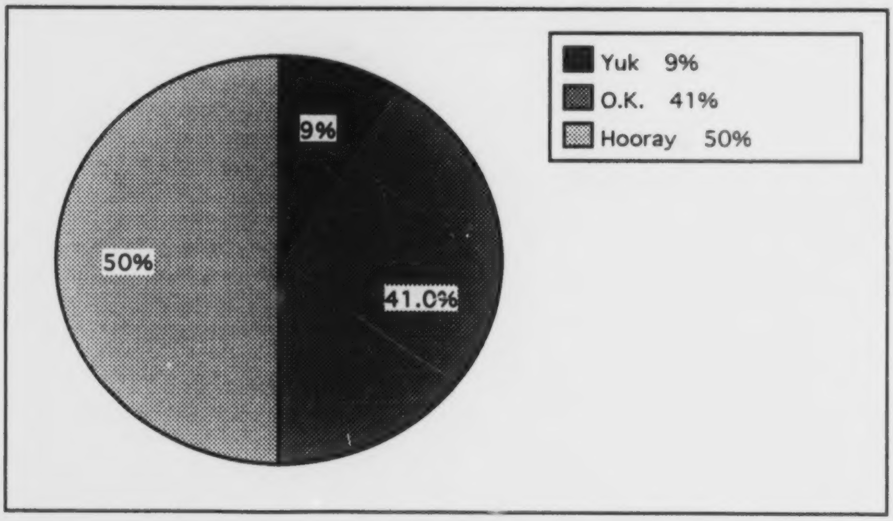


Figure 9 Class B How do you feel about reading for fun at home?

The second question asked the students how they feel when they receive a book for a gift. The students in Class A responded with approximately one-third saying it was O.K. and two-thirds felt it was a "Hooray". Class B replied to the same question with one student saying "Yuk", two students, "O.K." and the rest of the class saying "Hooray" (Figure 10 and Figure 11).

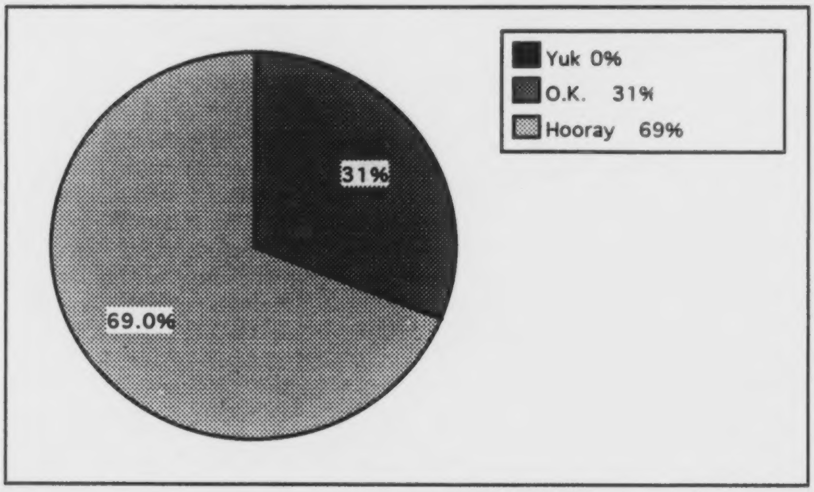


Figure 10 Class A How do you feel when you get a book for a gift?

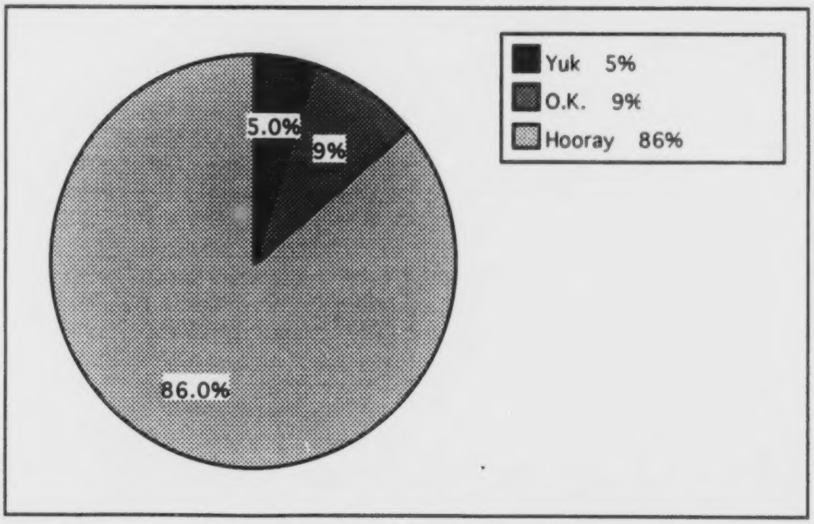


Figure 11 Class B How do you feel when you get a book for a gift?

The third question asked the children how they felt about reading instead of playing. The results for the classes were very different however the distribution in Class B was one-third across the board (Figure 12 and 13).

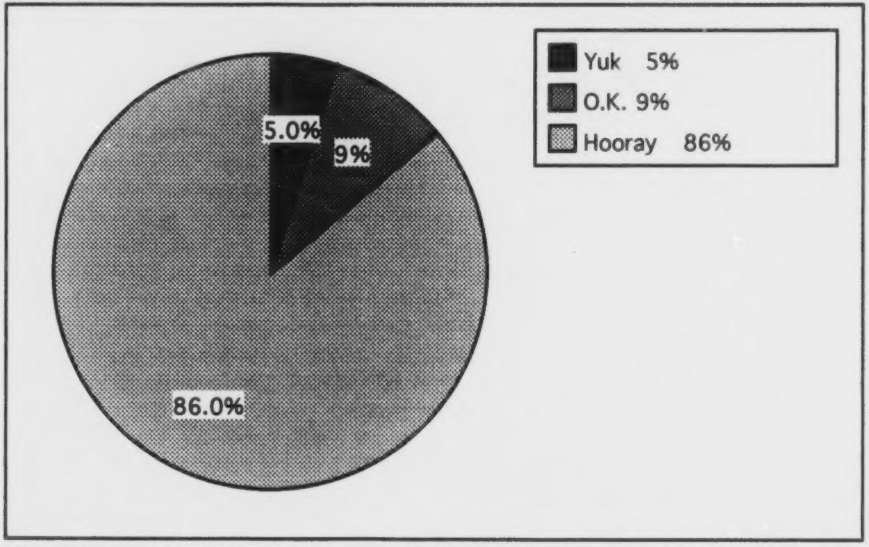


Figure 12 Class A How do you feel about reading instead of playing?

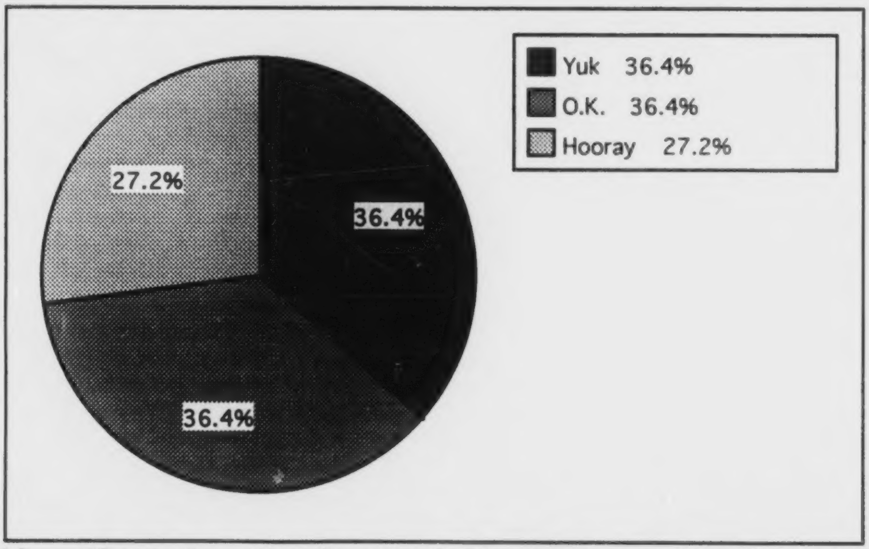


Figure 13 Class B How do you feel about reading instead of playing?

The following question asked of the students involved their feelings when going to the library to check out a book. One-third of the children in Class A felt it was "O.K." and two-thirds responded "Hooray," while the overwhelming majority of students in Class B said "Hooray" (Figure 14 and Figure 15).

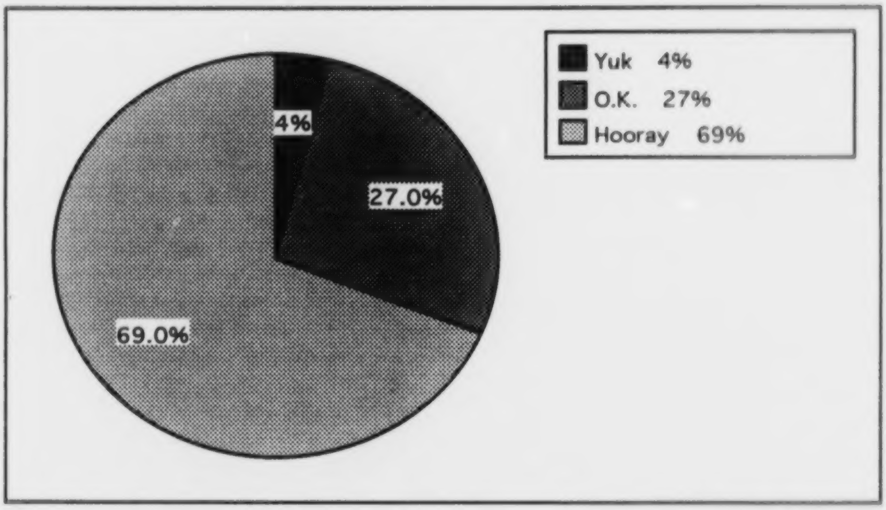


Figure 14 Class A How do you feel when you go to the library to check out a book?

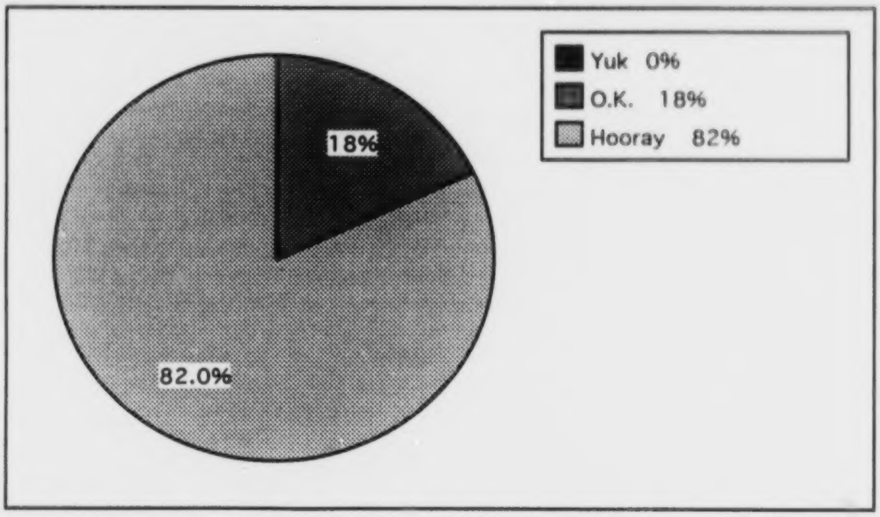


Figure 15 Class B How do you feel when you go to the library to check out a book?

How do you feel about reading at school was then asked of both classes. Approximately 90% of the children responded either "O.K." or "Hooray" (Figure 16 and Figure 17).

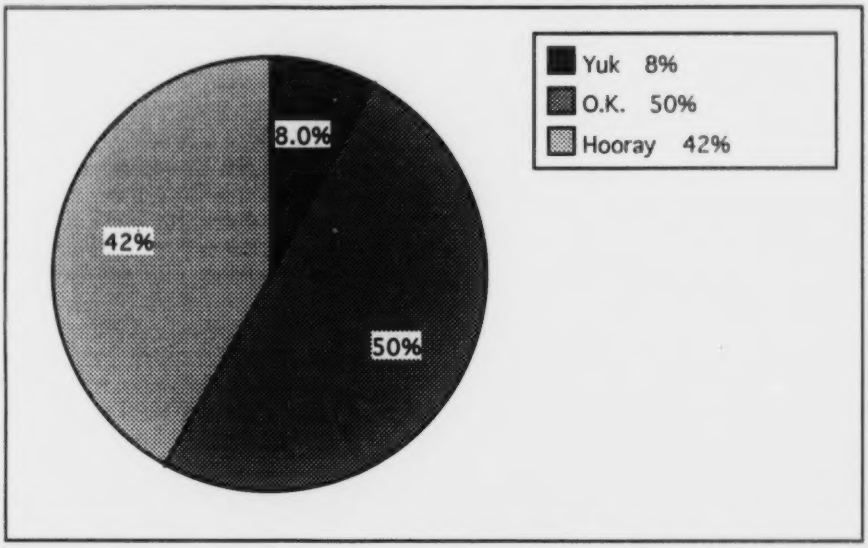


Figure 16 Class A How do you feel about reading at school?

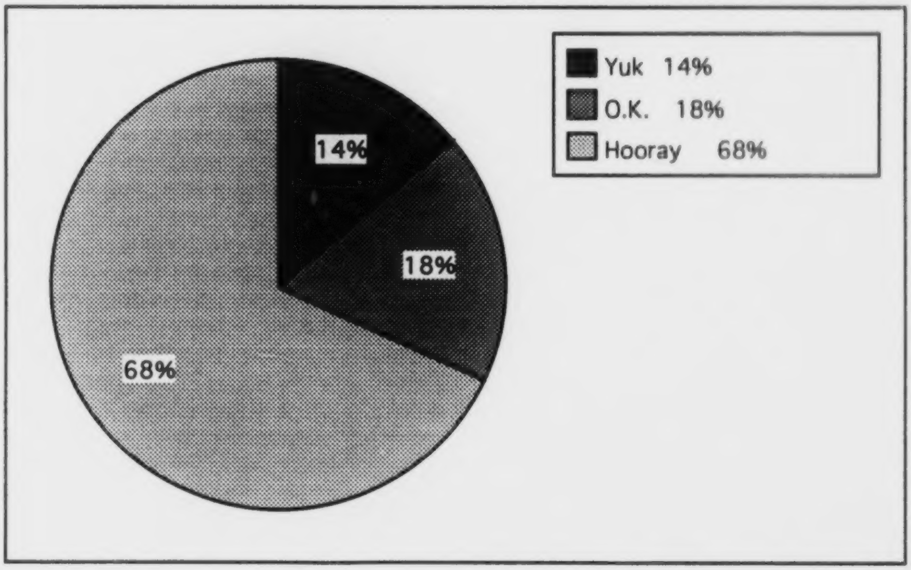


Figure 17 Class B How do you feel about reading at school?

The last question involved asking the children how they felt about spending free time in school reading. The first graders, Class A, were almost evenly divided in their responses while the second graders, Class B, had over three-fourths that said "O.K." or "Hooray" (Figure 18 and Figure 19).

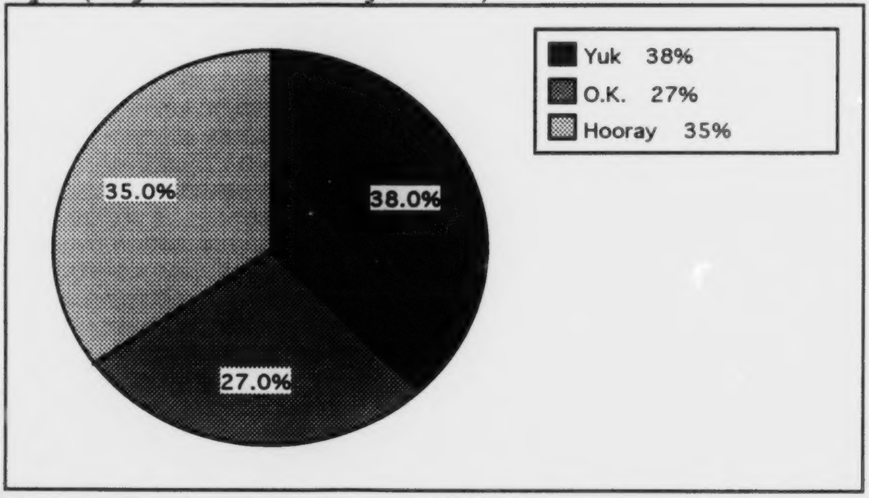


Figure 18 Class A How do you feel about spending free time in school reading?

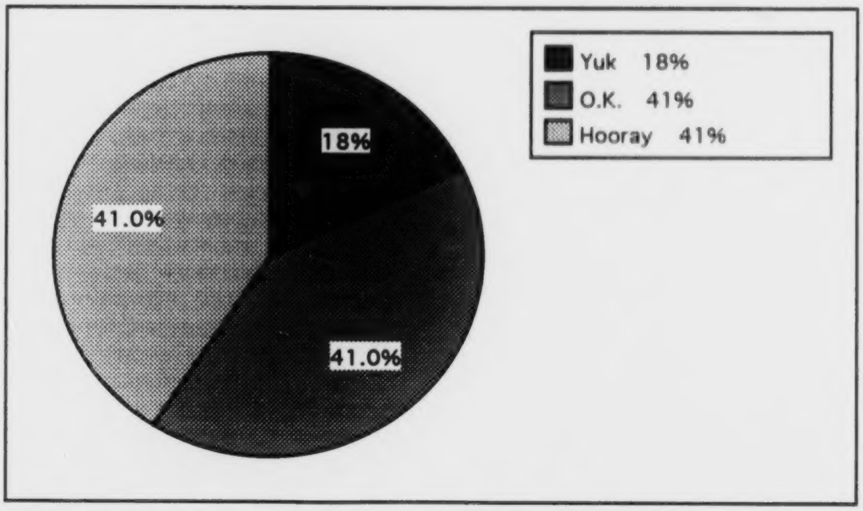


Figure 19 Class B How do you feel about spending free time in school reading?

In addition to the Pre-Project Surveys the students were interviewed to discover more about their attitudes toward reading. Question one asked them if they would or did like to read. Class A had 78% "yes" and Class B had 91% "yes" (Figure 20).

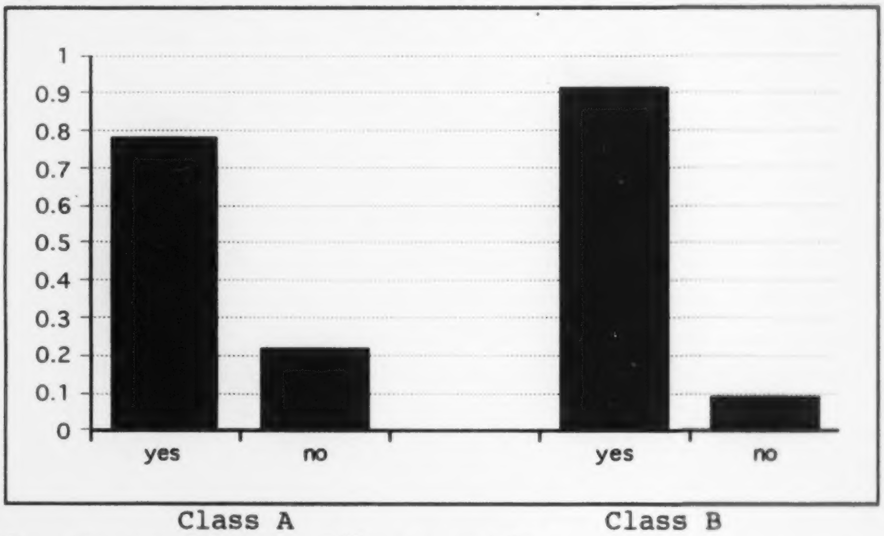


Figure 20 Do (would) you like to read?

The next question asked was whether the children were read to by their parents. The responses included 78% "yes" for Class A and 86% "yes" for Class B (Figure 21).

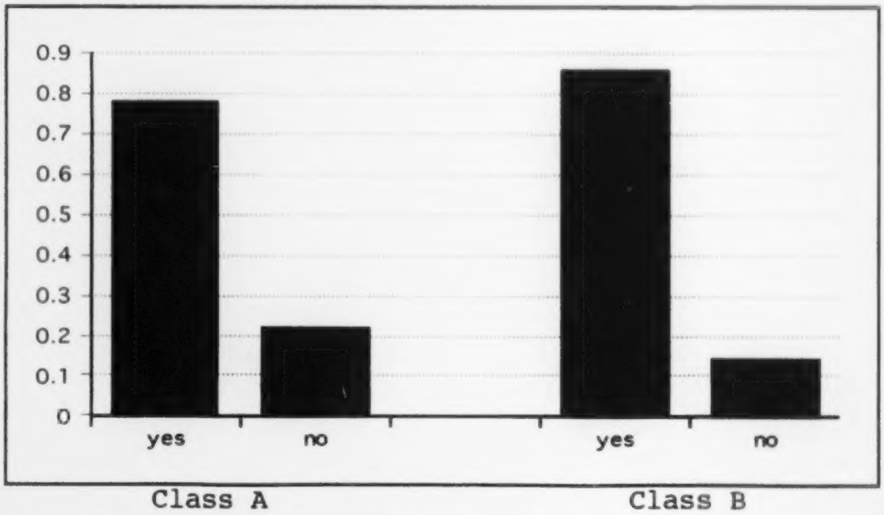


Figure 21 Do your parents read to you?

When asked if the children enjoyed being read to, 74% of the children in Class A responded "yes" and 86% of the children in Class B said "yes" (Figure 22).

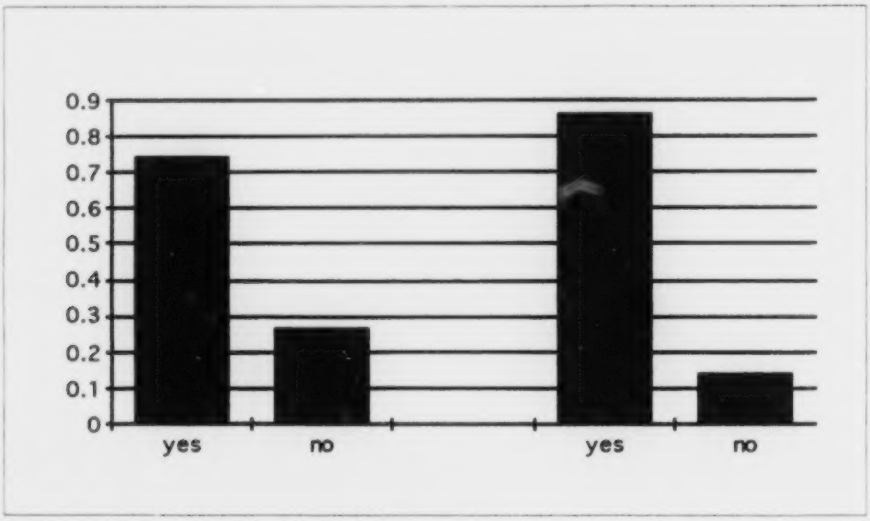


Figure 22 Do you like being read to?

In the course of the interview the students were asked if they had a favorite book and what kinds of books they liked. Ninety percent of the students in both classes had a favorite book and were able to tell the interviewer what the title of that book was. Ninety-five percent of the children told the kinds of books they liked.

Students were asked if they had a favorite author and illustrator. Thirty percent of the students in Class A said they had a favorite author and named that author. Eighteen percent of the children in Class A said they had a favorite illustrator and named that illustrator. Eighteen percent of the children in Class B responded that they had a favorite author, while nine percent said that they had a favorite illustrator.

When the students were asked if they liked books with or without pictures, the children in first grade showed a preference for books with pictures. While the second grade students also showed a preference for books with pictures, the percentage was less significant (Figure 23).

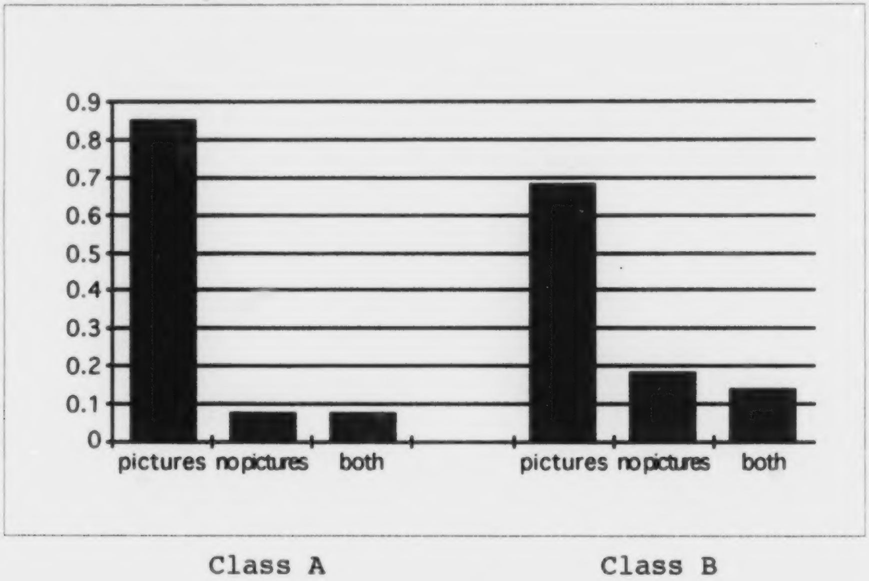


Figure 23 Do you like books with or without pictures?

Eighty-five percent of the children in Class A and 73% of the students in Class B shared that they read and looked at things besides books. When asked what else they read or looked at besides books the first graders said, "my brother, new toys, sharks, bugs, my friend, house, T.V., fish, menus, coloring books, Brainquests, pictures and birds". The second graders that read or look at things besides books said that they read magazines, dictionaries, coloring books, license plates, letters, notes, a lizard, signs, and books they make (Table 2).

Table 2

	Class A yes	Class A no	Class B yes	Class B no
Do you think reading is important?	93%	7%	82%	18%
Do you like to have your teacher read to you?	74%	26%	91%	9%
I would rather read than play most games.	52%	48%	82%	18%
Do your mom and dad read in their free time?	59%	41%	68%	32%
Do you go to the public library?	89%	11%	95%	5%
Reading is fun for most people?	89%	11%	91%	9%
Reading is just for girls and boys who study all the time.	41%	59%	14%	84%
I get tired after reading a little while.	70%	30%	68%	32%
Most books or stories are too long.	70%	30%	36%	64%
I wish there was more time for me to read.	78%	22%	82%	18%
There are many books that I would like to read.	93%	7%	95%	5%

The students were asked what they like to do when they have free time. Of the 47 students interviewed, 15 of them, or 32% said that they like to read. These children are exposed to a multitude of reading materials at home and at school, so why are the other 68% of them not choosing to read in their free time?

Probable Causes

"The student who can read, but chooses not to, is probably the most crucial concern confronting our educational institutions today. It is not illiteracy we are combating, but aliteracy."

(K. Thomas & G. Moorman - as cited by Cramer and Castle, 1994, p.11).

Illiteracy is a serious problem facing our education system today. Estimates of the number of illiterates in the United States are varied. It is presumed that 20% of all adults in the United States cannot read well enough to use it practically in their everyday lives.

While illiteracy is definitely a problem, perhaps the larger problem is aliteracy. Aliteracy is defined as a lack of choice to read by those who are able to read. Estimates on the number of aliterates also vary; however, it appears that approximately 60% of the United States' adult population are aliterate (Cramer & Castle, 1994).

In order to increase the number of adults that want to read, it is imperative that children of this country are encouraged to sustain the instinctive love of reading. Children need to have a home and school environment that encourage their desire to learn. Although children can be motivated at school without home support and motivated at home without school support, to reach their optimum potential they need support and encouragement from both environments. It is essential that conditions entice, solicit and stimulant their inspiration to read.

Home Environment

According to Wlodkowski and Jaynes (1990), parents appear to be the primary influence on a child's motivation to learn. Their formative effect on their children's motivation to learn has an impact at every stage of development, lasting through the high school years and beyond.

There are five areas of focus that will be emphasized as probable causes for aliteracy that are affected by home environment: lack of role models, amount of television watching/videos in the home, shortage of places that will stimulate our latch key children after school, lack of time to read and a deficient amount of reading materials.

Lack of Role Models in the Home

According to Wlodkowski & Jaynes (1990), it is important that parents:

> actively model and share a value for learning. It is a cliche, but it is so powerful: When it comes to learning, practicing what we preach is essential. Reading is easy to model. Our delight in immersion in newspapers, magazines and books is simple to display (p. 26).

Another way to model and demonstrate a love of reading, is for parents to exhibit their feelings of the importance of learning. The best example is to read to all aged children regularly. According to Jim Trelease (1989) in his article "Jim Trelease Speaks On Reading Aloud To Children," the pleasures of reading can most effectively be achieved by reading aloud. He contends that reading aloud to children 15 minutes daily works to provide positive attitudes toward recreational reading.

Too Much Television/Video in the Home Environment

Television continues to be a major competitor to reading as a leisure-time activity for children. A recent study concluded that 62% of nine year olds watch three or more hours of television per day (Merina, 1992 as cited in Duran, 1994). This is equivalent to almost two months a year.

Not all television is bad. In fact, there is value to some of the programs. Screening and helping to select what a young person watches can expose children to fine arts, science, and history. However without guidance, children make choices to watch programs that do little to stimulate them in a positive manner.

It is suggested that a child's television viewing be limited to no more than 10 hours weekly, that a child's television viewing be planned and quality programs be selected, that television viewing not be used as a reward or incentive for completed homework, replaced with other productive activities such as reading, sports, exercise, games, puzzles and doing things together as a family (Wlodkowski and Jaynes, 1990).

Shortage of Stimulating Environments for Latch-Key Children

Children who go home to empty homes each day after school are not receiving support from parents during those critical after school hours. By the time the parent is able to come home from work, the parent is most likely tired and reading with the child is probably the last thing on his or her mind. Perhaps a better scenario would be for a child to participate in an after school program that would encourage time to read, play, exercise and complete homework.

Lack of Time to Read

Literacy development in children is dependent on several different factors. The foremost factor is that the parent(s) of the child believes that reading is important and the parent is willing to take time to make sure that this belief is a priority for the child. Children who are the most avid readers have been immersed in a reading environment by parents who are also avid readers (Cramer & Castle as cited by Spiegel, 1981). Parents who value reading are willing to make the time and effort to create a literacy rich environment.

It is important that children have time each day set aside for reading. Although bedtime may be a special time to read to a child, parents need to be cognizant of the fact that the child may be tired, fighting sleep or become overstimulated. It is suggested that parents choose an additional time during the day to have the child read or be read to.

Deficient Amounts of Appropriate Reading Materials

It is crucial for the child to be surrounded by stacks of reading materials that are easily accessible. This includes bookshelves overflowing with books, comics, magazines and every other kind of reading material that a child finds irresistible. It also includes frequent trips to the public or school library. Kids deserve these materials in order to form the habit of reading!

Ask parents what concerns them about reading and many will reply that their chief complaint is motivating their children to read. Ask teachers and you will get the same response. "Motivation, attitudes toward reading - these are the terms and phrases that surface when a group of parents and teachers get together" (Criscuolo, 1983).

School Environment

Former Secretary of Education, Terrell Bell, is quoted as saying, "There are three things to remember about education. The first is motivation. The second is motivation. And the third is motivation." (Raffini, 1993, p.5)

Helping students develop into eager readers is a continuous process which depends on many factors for success. The desire to read is a result of a child's past, present and future experiences; thus, the climate in which reading takes place becomes one of the most influential aspects of a child's motivation to read. If the school's climate does not include positive reading role models, teachers encouraging pleasure reading by providing class time to read, a literacy rich environment, teaching without extrinsic rewards, good teaching strategies and daily read-aloud time, the child's motivation will most likely diminish.

Lack of Teacher Role Model

"There is no more powerful way for teachers to foster a love of reading than to read to, with, about, and in front of children" (Castle, 1994, p.147)! Teachers do make a difference. While they are not as influential as parents, they can make school pathetic or exciting! One of the characteristics of a motivating teacher is enthusiasm. They care about what they teach and let children know that what they learn is important. Such teachers are good managers, expect students to be successful learners and are empathetic. They share their love of reading with their students and demonstrate it in the classroom every day.

No Time for Pleasure Reading

All students will see independent reading as an important activity if a daily block of time for independent reading is established in the classroom. Doing so will encourage students to make reading a habit. Students need to see their friends, classmates, and teachers engrossed in books. "If we want students to value reading as a personal tool for learning and for pleasure, we must schedule class time to reflect this sense of values" (Castle, 1994, p.147).

Lack of a Literacy Rich Environment

One of the best ways to encourage children to choose reading as a leisure time activity is to make sure books and other reading materials are available at all times. Sancore encouraged the need to clutter up the classroom with a wide variety of children's reading material (Duran, 1994). Children who are in classrooms with a wide variety of reading materials express a better attitude toward reading. When reading materials are readily available, children can locate them quickly with minimal effort and loss of reading time.

Teaching to Extrinsic Rewards

"Do rewards motivate people? Absolutely. They motivate people to get rewards" (Kohn, 1993, p. 67).

"Extrinsic motivators may be a starting point to capture the attention and energies of the reluctant readers, but they cannot be an end in themselves" (Castle, 1994, p.164). Adding a segment to a bookworm, or earning a free pizza will probably not produce life-long learners or readers.

In fact Ann Boggiano and Marty Barrett (as cited by Kohn, 1993) found that children who are extrinsically motivated use less sophisticated learning strategies than children who are interested in learning for its own sake.

Often the best intrinsic motivators are other people. These may include cross-age book sharing, using community members as literacy models, and having parents read with students. The goal is to improve the attitudes and recreational reading habits.

Poor Teaching Strategies

Beverly Farr (Onyx Press, 1983) suggests that emphasis on isolated skills during reading instruction precipitates reading problems. The fear that children will not learn all the basic skills prompts teachers to use a variety of materials and activities which endorse the practice of isolated skills and the belief that such practices will lead to better reading...as a consequence of skill-oriented instruction or an over emphasis on word recognition, some children are lured away from the idea that reading is a meaning getting process. They see reading as a "subject," one in which they are continually meeting failure.

Smith (1992) says that the research is critical of heavy reliance of basal reading programs with workbooks and an overabundance of skill sheet activities, noting that up to 70% of time was given to reading instruction, compared to only seven or eight minutes given to silent reading.

Lack of Reading Aloud to Students

According to Trelease (1989), (as cited by Smith, 1992), reading aloud to students 15 minutes daily works to change negative attitudes toward recreational reading to positive ones. The success of reading aloud is that it provides fun.

> ...reading to students can be considered "seed money" in reaching tomorrow's parents. The student who never sees or hears an adult reading aloud for pleasure is unlikely to grow up and read to children.(p.12)

There is no more emphatic way for teachers to instill a joy of reading than to read to, with, about, and in front of children.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

In Becoming a Nation of Readers, it was stated that "Increasing the proportion of children who read widely and with evident satisfaction ought to be as much a goal of reading instruction as increasing the number who are competent readers" (Anderson et al., 1985, p. 15).

The wish is for all children to find the joy of literature that can be found through the exploration of the written word. As in any journey, children need caring adults to take the first steps with them on the path to reading (California State Department of Education). American author Orville Prescott (1992) says "Few children learn to love books by themselves. Someone has to lure them into the wonderful world of the written word; someone has to show them the way...." This someone may be anyone in the children's life.

Zemelman, Daniels, and Hyde assert that the role of home experience in the development of effective readers is well-documented and has been widely publicized in the popular and professional press. For the most part, when children grow up in print-rich homes, where parents model reading, where literacy is a tool of day-to-day family life, where stories and words are treasured, where reading aloud is a bedtime ritual, good readers usually emerge (1993).

Parents are the first influence on a child's learning. Eugene H. Cramer believes that parents of successful readers share the following characteristics:

1. They want their children to succeed.
2. Parents instill a sense of the importance of education to their children.
3. Parents convey a love of reading and value reading.
4. Parents like, enjoy, and respect their children and are willing to spend time, money, and effort to nurture their literacy.
5. Parents of successful readers believe that they are their child's first teacher.
6. Parents know what is happening in their child's literacy lives and schooling of their children.
7. Parents of successful readers believe that they can have an impact on their children's literacy development and are aware of the impact they are having.

Unfortunately, television, rather than parents, appears to be a major influence on a child at a very early age and in fact is a central focus in many American households. This competes with reading as a major leisure time activity. "Generally, students in America do not read for recreation, especially if there was an alternative on television"(Purves, 1990). Parents need to turn off the television and guide their children into doing the same! Trelease (1989) stated that: "...the best hope for changing America's television habits rests with the classroom teacher who is educating tomorrow's parents sitting in the classroom today."

According to Wlodkowski and Jaynes (1990), "When it comes to motivation to learn, teachers do make a difference. In most cases they are not as powerful as parents, but they can make school life miserable or appealing". In the book, Eager to Learn the characteristics of a motivating teacher include:

1. presenting materials to students that are within their potential to learn,
2. offering positive feedback to students,
3. challenging and stimulating students,
4. helping students recognize their level of potential and mastery,
5. valuing knowledge over grades, and
6. expecting students to be successful learners (1990).

In order for children to become motivated to read or to continue to be motivated to read, they need to be allowed to read the books that they choose to read. They also need:

1. less feelings of failure if not reading at grade level,
2. less emphasis on test scores,
3. less drill skills,
4. less significance on learning to read versus reading to learn,
5. less reading aloud and round robin reading,
6. less concern for detail and regurgitating of facts,
7. less teacher plans from teaching manuals,
8. less vocabulary development by copying definitions from the dictionary,
9. less graded materials in classroom,
10. less class time to read with set purpose and

11. less dictation in what to read (Estes and Johnstone, (1976).

In order to motivate students there are certain qualities in teaching reading that need to coexist in the classroom. Zemelman, Daniels, and Hyde state that the qualities of best practice in teaching reading are: reading means getting meaning from print, reading is a process, hearing books read aloud is the beginning of learning to read, beginning reading instruction should provide children with many opportunities to interact with print, reading is the best practice for learning to read, teachers need to model reading, children learn reading best in a low-risk environment, children need daily opportunities to discuss and share what they are reading, and teachers should provide pre-reading, during-reading, and after-reading activities (1993).

Project Objectives and Processes

Research indicates that today's students are reading less and less and many are illiterate as well as aliterate. In response to this information, the focus of this project is to motivate students to become enthusiastic, life-long readers. This will be accomplished using various motivational techniques for reading, which involve parents as well as classroom teachers.

As a result of a variety of motivational techniques, during the period of August 1996 to January 1997, the targeted first and second grade classes will increase their desire to read as measured by surveys, interviews and teacher observation. In order to accomplish the project objective, the following processes are necessary:

1. Obtaining books that are authored by the "author of the week".
2. Obtaining a number of books that have one central theme.
3. Obtaining chapter books.
4. Creating a series of activities to be used in conjunction with particular books.
5. Helping students to use the Accelerated Reading Program on the classroom computer.
6. Designing classroom book titles and/or themes.
7. Eliciting reading buddies from our school environment.

Project Action Plan

I. Before school begins
   A. Send letter to parents explaining project.
   B. Send home Pre-Project Parent Survey to be returned to teacher at registration on August 27,1996.

II. Week 1
   A. Read books aloud about the beginning of school.
   B. Each child will illustrate their favorite part of the story and share the illustration with classmates.
   C. Send home weekly parent letter.

III. Week 2
   A. Encourage children to bring in their favorite book to share with the class.
   B. Visit the school library to check out books.
   C. Parent helpers will administer Pre-Project Interview with students.
   D. Send home weekly parent letter.

IV. Week 3

- A. Encourage children to bring in favorite book to share with class.
- B. Visit school library to check out books.
- C. Make a paper class quilt entitled "Our favorite Books."
- D. Parent helpers will continue with Pre-Project Student Interviews.
- E. Students will complete Pre-Project Surveys.
- F. Send home weekly parent letter.

V. Weeks 4-17

- A. Send home book packs (weekly) that include a book to read and a fun activity to complete at home.

  Examples of Activities

  1. book T-shirt
  2. quilt
  3. book jacket
  4. mobile
  5. book mark
  6. design a postcard
  7. advertisement
  8. favorite picture and why
- B. Begin "Book Buddies".
- C. Author of the week or theme of the week - read stories daily.

  Suggested Authors

  1. Eric Carle
  2. Leo Lionni
  3. Jan Brett

4. Bill Martin
5. Maurice Sendak
6. Shel Silverstein
7. Steven Kellogg
8. Arnold Loebel
9. Chris Van Allsburg

Suggested Themes

1. Caldecott Awards
2. sports
3. pets
4. apples
5. fall
6. insects
7. friendship
8. quilts
9. Native Americans or Pilgrims
10. winter

D. Plan classroom activities for author of the week and theme of the week.

E. Begin D.E.A.R. (Drop Everything And Read) in the classroom

F. Visit school library to check out books and to see where newspaper, comic books and magazines are stored for check out.

G. Begin reading chapter books to class.

Examples of Chapter Books

1. Charlotte's Web
2. Boxcar Children
3. Mr. Popper's Penguins

4. James and the Giant Peach
5. The Mouse and the Motorcycle
6. Stuart Little

H. Activities will coincide with chapter books.

I. Begin Accelerated Reading Program.

J. Use CD Rom stories and skill activities on classroom computer.

K. Complete Teacher Observation checklist.

L. Send home weekly parent letter.

M. Encourage participation in "No T.V. Week".

VI. Weeks 12-17

A. Continue as in weeks 4-17

B. Children will write a page for a weekly class book.

Suggested Themes and/or Titles

1. Saturdays Are Great Because
2. If I Had A Hundred Dollars
3. If It Rained Ice Cream
4. I Meant To Clean My Room Today, But
5. I Wish My Parents Would
6. One Day I Was Bored
7. My Favorite Dream
8. Our Favorite Creatures
9. Friends Can
10. If I've Told You Once, I've Told You A Hundred Times

III.Week 18

A. Continue as in weeks 4-17

B. Make a second quilt entitled "My Favorite Book so Far This Year."

Methods of Assessment

In order to assess the effects of the interventions, the parents will participate in the Post-Project Survey (Appendix E), as will the students (Appendix F). The students will also be engaged in the Post-Project Student Interview (Appendix G). The information gathered from the surveys and interviews will be compared to the Pre-Project Surveys and Interviews to see the changes in attitudes and motivation that may be present in the students. In addition, teacher observation checklists will be closely examined to note changes in the students' participation, attitudes, and motivation throughout the project.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to motivate students to read in order to become enthusiastic, life-long readers. Working in the classroom and in cooperation with the home, a variety of techniques to motivate children's reading were implemented.

The techniques used to motivate the children in reading were focused on classroom use and home involvement. The initial activity to kick off the school year was to have students bring their favorite book from home. The children had an opportunity to share their book with their classmates and then draw a picture of their favorite part of the book. These pictures were assembled to make a class quilt. This activity was repeated at the end of the project.

Classroom activities included taking students to the school library to checkout books each week. As time went on, the children were encouraged to return to the library more often so that they had a book or books to read in their desk at all times. Books and other reading materials were also checked out by the classroom teachers and displayed all around the room. This helped to encourage enthusiasm for the hesitant library visitor. Having a book in each child's desk was essential in order to implement D.E.A.R. (Drop Everything and Read). This was a designated period of time when each child and the teacher spent time reading or looking at books. In Class A, this was approximately five minutes at the beginning of the year; now it is about 15 minutes. In Class B, the students sustained reading for 15 to 20 minutes in the beginning and at least 30 minutes now.

Throughout the semester authors and themes were chosen to be highlighted in each of the classrooms. In Class A, Eric Carle, Donald Cruz, Bill Martin, Leo Lionni, Dr. Seuss, Norman Bridwell and Ezra Jack Keats were some of the authors. Class B's authors included Steven Kellogg, E.B. White, Shel Silverstein, Maurice Sendak and Chris Van Allsburg. Helen Lester and Debbie Chocolate books were read to both classes in preparation for their visits and presentations to the school. Some of the themes included the beginning of the school year, friendship, seasons, holidays, apples, insects, quilts, pets, sports, Native Americans, Pilgrims, weather and the Caldecott and Newberry Award winning books.

Several chapter books were read to the students in each of the classes. These books included, James and the Giant Peach, Boxcar Children, Mr. Popper's Penguins, Charlotte's Web, The Mouse and the Motorcycle and Runaway Ralph. After completing each chapter book, Class A made a book that depicted each child's favorite part of the book. The children in Class B drew a picture and/or wrote a summary of their favorite part of each chapter in Charlotte's Web.

Classroom books were authored by the students, centered around the reading series, or themes or sentence starters as motivational tools. After completing and binding classroom books, the children had an opportunity to take each book home and share it with their families. The books were returned to school the following day so another child could then take a book home.

Each classroom had a computer and printer available for students to use in a variety of ways. Some of the ways used by Class A and B were: CD Rom stories, skill activities, word processing of child written stories, technology from the reading series, Scholastic Literacy Place and CD Rom language activities. These activities were accomplished in large group, small group, or individually. Another way that the classroom computers were used was a program called Accelerated Reader (AR). This program was designed to have children read a book and then take a test on the book. The children earned points by the number of questions they answered correctly. The points were saved in the computer so that the child or the teacher could receive a report on the child's progress throughout the year or past years.

Each class paired up with another class to form Book Buddies. Each child in Class A had a partner in a fourth grade class, and each child in Class B met with buddies in a fifth grade class. The intent of the Book Buddies was to meet each week and allow the children to have the experience of sharing books with one another as well as building a relationship centered around books.

The connection between home and school was important from the beginning of this project. The parents were informed about the Project in a letter mailed to their home before school began (Appendix H). At that time, parents were encouraged to participate in the Project and asked to fill out an enclosed survey about their child's reading habits at home. The parents also received a weekly newsletter from the classroom teacher. Often the newsletter spoke of activities that involved the Project.

Beginning in week 4, the students took home a "book bag" (Appendix I). These "book bags" included all-time favorite books, activities for each child to complete after reading or having the book read to them (Appendix J), and a follow-up survey for the parent to fill out (Appendix K). The children had each book at home for a period of one week. The bags were returned to school and rotated to the next child. This was continued for approximately six weeks. After that period of time the children were encouraged to choose books from the school library to take home in their book bag. Every class member had the same activity assigned for that particular week. Some of the activities included: designing a T-shirt to show the favorite part of the book, a mobile about the book, a book cube, a book mark, a book banner and a diorama. It was expected that more of these types of activities would be accomplished. There was not enough time to accomplish more.

Class B sent home turkey feathers in November. The children were encouraged to write the name of each book read at home with its author on the feather and return it to school to dress a giant turkey displayed on a bulletin board. The same type of activity continued in December with ornaments from around the world for a tree, and in January with snowballs to build a snowman.

The week of November 18th was American Education Week and "No T.V. Week". The school's focus was books. Each child in the school wrote the name of their favorite book and it's author on a chain link that was connected around the library learning center.

During this week a contract was offered to every household to turn off the T.V. and read. The contact was returned to school at the end of the week to see if families were able to turn off their T.V.s for a week. Alternative activities were planned by the P.T.A. including a Talent Show, a Book Fair, and Drama Night.

A weekly teacher observation checklist (Appendix D), including every student in the class, was originally designed as an evaluation tool. The time commitment needed in order to use these checklists and a slower process of change in children made the teachers involved deviate from their original plan. Fewer students were selected from each classroom and the checklists were used as needed rather than on a weekly basis.

Presentation and Analysis of Results

In order to assess the effects of motivational techniques used with the children in Classes A and B the following information was gathered. The parents of Class A and Class B were asked to fill out a survey in August, before school began (Appendix A) and again in February (Appendix E). This survey gave the parents an opportunity to share their views of their child's motivation to read. When asked in August if their child was motivated or excited to read, 88% of the children in Class A were said to be motivated, while 68% of children in Class B were said to be motivated. When asked in February if their child has become more motivated to read than at the beginning of the school year, 96% of the children in Class A were said to be more motivated and 76% of the children in Class B were said to be more motivated (Table 3). One of the parents in Class B stated that his or her child had already been very motivated before the Project began.

Table 3

Question 1 Parent Survey

	Class A		Class B	
	yes	no	yes	no
Is your child motivated to read?	88%	12%	68%	32%
Has your child become more motivated to read than at the beginning of the school year?	96%	4%	76%	24%

Question two asked the parents if their child chooses to read or look at books independently. In August, 96% of the parents of Class A said yes, while 82% of the parents of Class B said yes. In February 92% of the parents in Class A said their children like to look at books independently, while 100% of the parents in Class B said their child enjoys reading books independently (Figure 24).

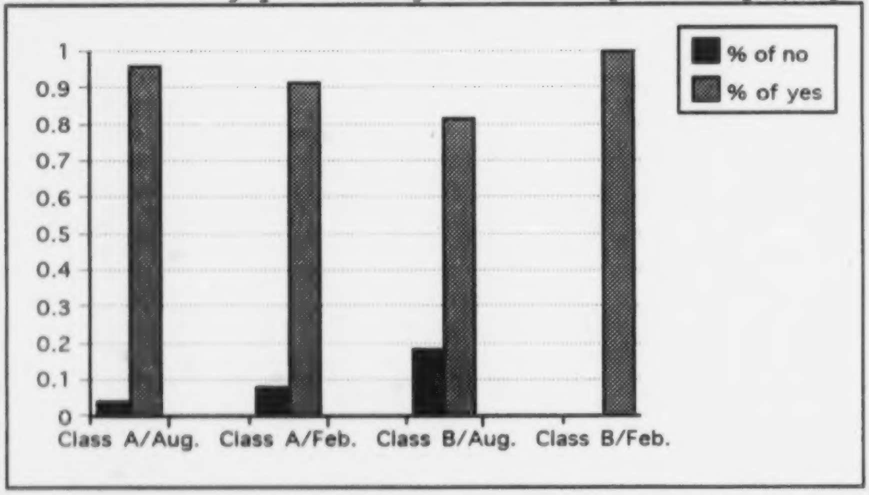


Figure 24 Does your child choose to read (or look at) books independently?

Next the parents were asked if they had a difficult time encouraging their child to read or look at books at home. In

August, 8% of the parents of Class A and 27% of the parents of Class B said yes. In February, 4% of the parents of Class A and 5% of the parents of Class B said yes (Figure 25).

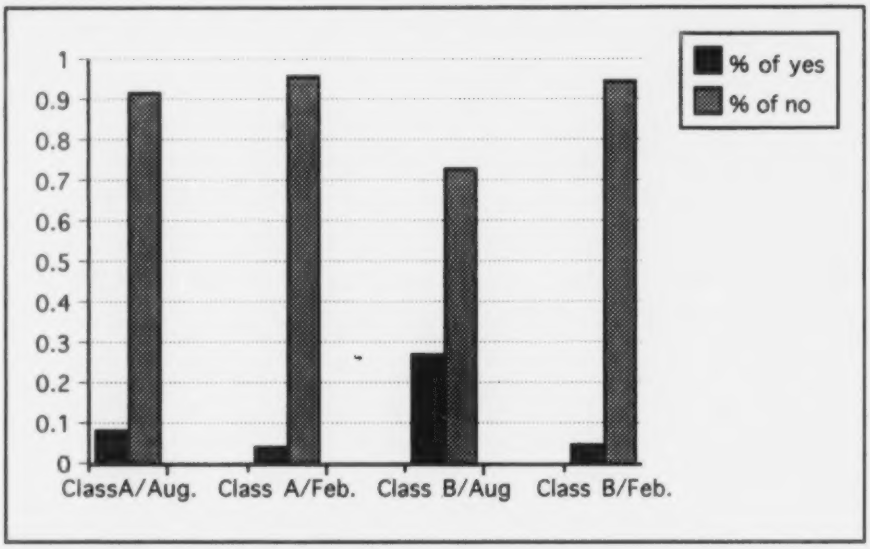
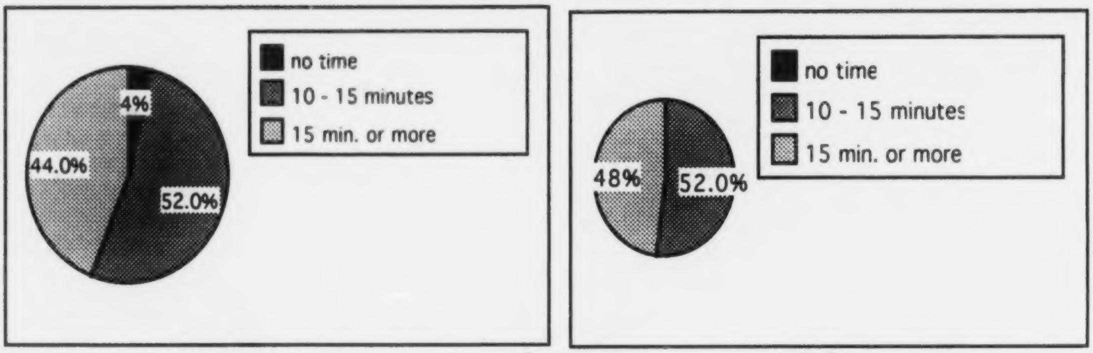


Figure 25 Do you have a difficult time encouraging your child to read (or look at) books?

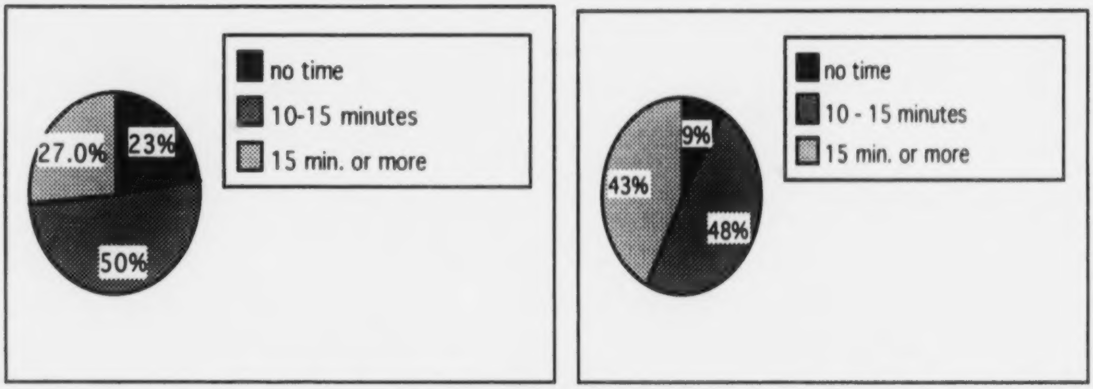
Question four involved the parents' perception of their child's favorite type of reading materials. The parents overwhelmingly stated that books of all varieties were their child's choice of favorite reading material.

The next question on the survey asked parents how much time they spend reading with their child each day. The amount of time the parents spent reading with their child changed very little from August to February in Class A (Figure 26), while there were significant changes in Class B. In August, 23% of the parents spent "no time" reading with their child each day, yet in February this number was reduced to 9% (Figure 27).



August Class A February

Figure 26 How much time do you spend reading with your child each day?



August Class B February

Figure 27 How much time do you spend reading with your child each day?

The parents were asked to calculate the approximate amount of time their child spends reading or looking at reading materials each day. The range in Class A was one minute to more than one hour. The range in Class B was zero time to more than one hour (Figure 28).

BEST COPY AVAILABLE

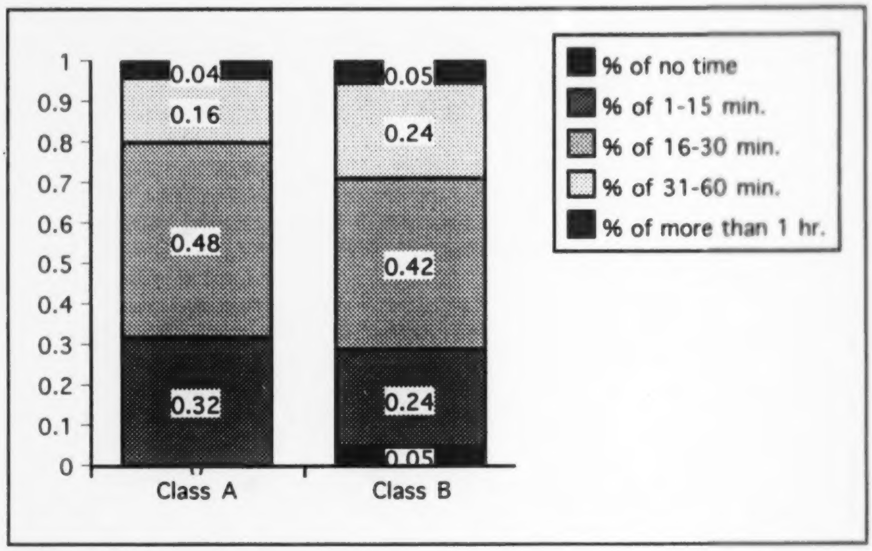


Figure 28 How much time does your child usually spend reading and looking at reading materials each day?

The last question on the Post-Project Parent Survey asked whether or not parents saw their child's interest and motivation to read as different than in August. The specific question was "Do you see your child's interest and motivation to read as: less than, the same as or more than at the beginning of the school year?" Ninety-three percent of the parents in Class A felt that their children were more interested in and motivated about reading in February than in August, while none of them felt that their children were less interested or motivated. Seventy-one percent of the parents in Class B felt that their children were more interested and motivated to read in February versus August, and again none of them felt there was less interest and/or motivation (Figure 29).

The students of both classes were then surveyed to see if their feelings about reading had changed since the inception of

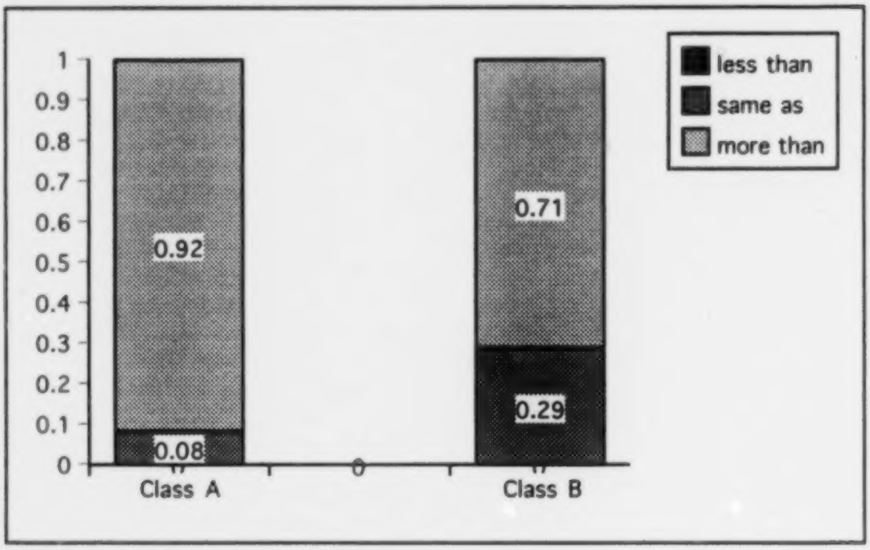


Figure 29

this project. The Pre and Post Project Student Surveys, (Appendix B and F) were identical so that the results would appear to hold more validity. The first question was "How do you feel about reading for fun at home?" The children in Class A and Class B became more enthused about reading for fun at home (Figures 30 and 31).

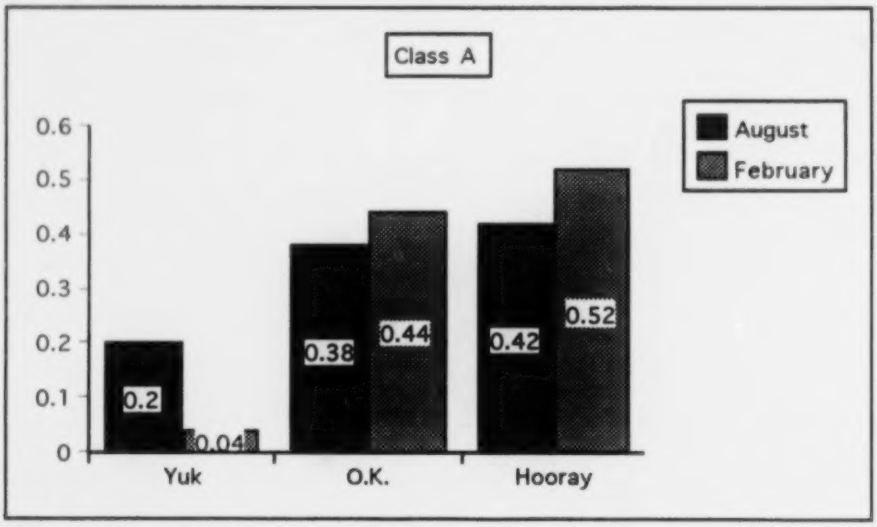


Figure 30

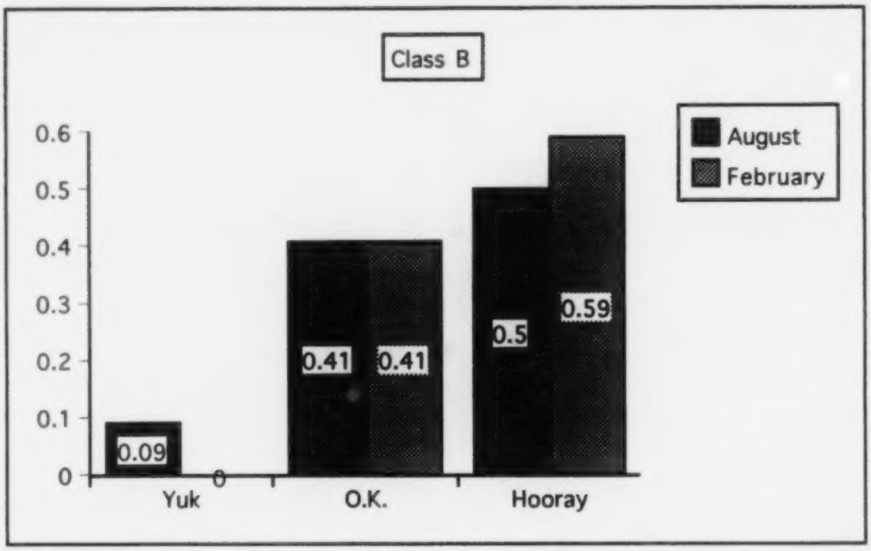


Figure 31

The second question was "How do you feel when you get a book for a gift?" Less children in Classes A and B enjoyed receiving a book for a gift in February than in August. The differences however were only 13% and 4% (Figures 32 and 33).

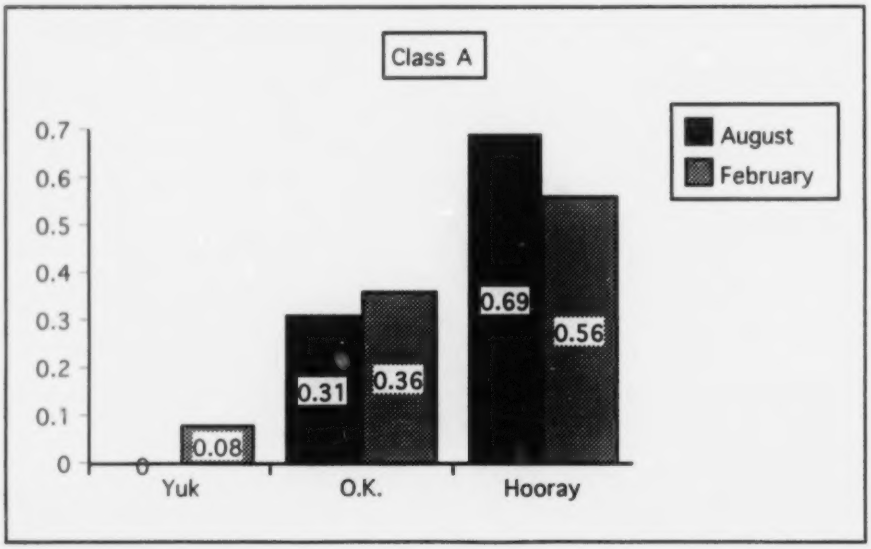


Figure 32

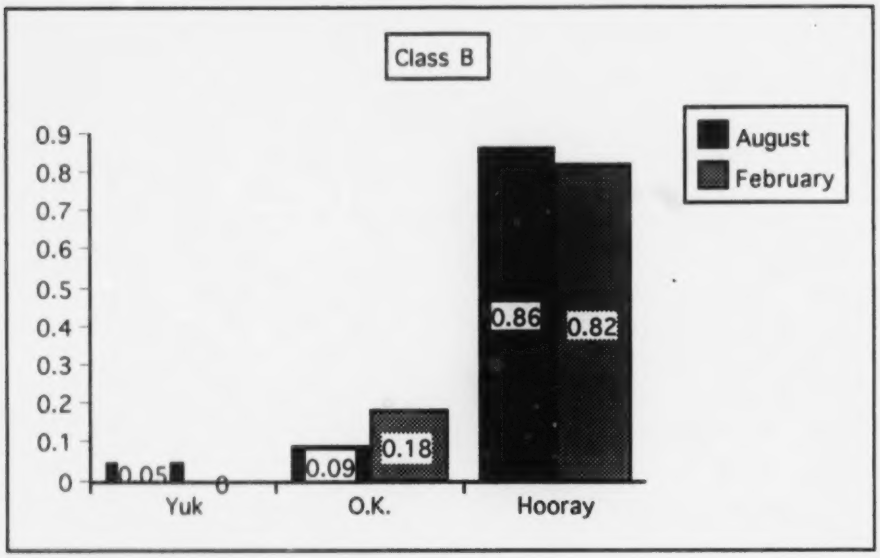


Figure 33

Question three asked the children "How do you feel about reading instead of playing?" In August the children in Class A responded with 5% "Yuk", 9% O.K., and 86% "Hooray", however in February these same children responded 32% "Yuk", 40% "O.K.", and 28% "Hooray". The children in Class B showed a similar trend of wanting to play more than read with responses of 36.4% "Yuk", 36.4% "O.K.", and 27.2% "Hooray" in August, and 14% "Yuk", 68% O.K., and 18% "Hooray" in February (Figure 34).

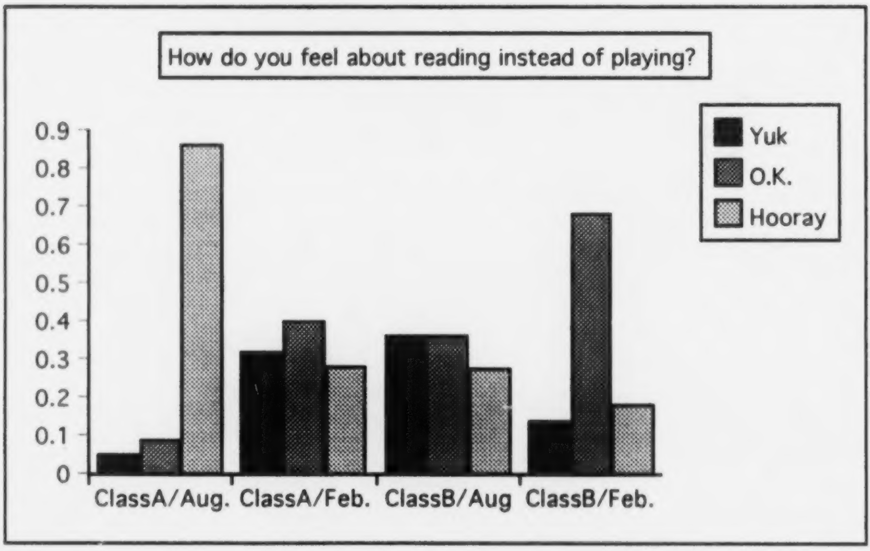


Figure 34

Question four asked the children their feelings about going to the library to check out a book. The children's feelings in this matter have not showed significant changes since the Project began in August, however the response was already fairly positive at that time (Figure 35).

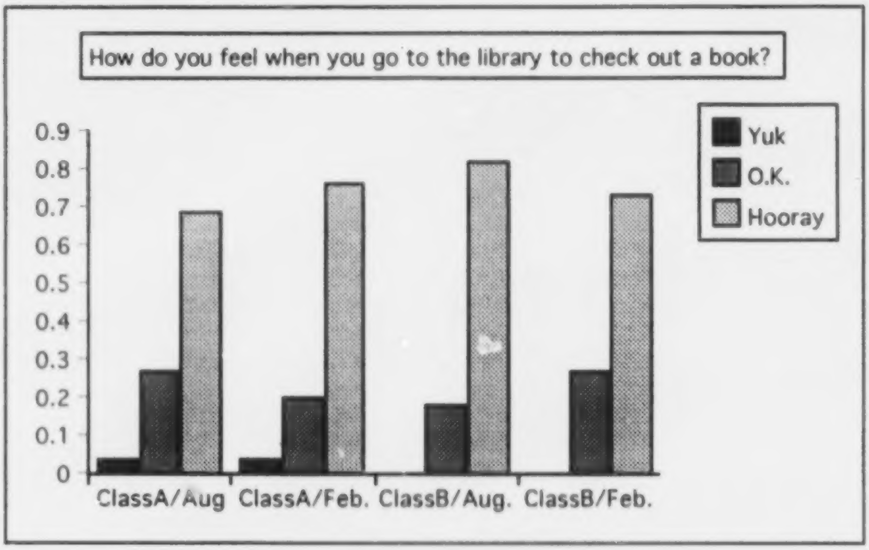


Figure 35

Question five asked the children how they felt about reading at school. In August a total of 92% of the children in Class A said "O.K." or "Hooray". In February a total of 96% of the children responded with "O.K." or "Hooray". In Class B the total was 86% in August and 100% in February (Figure 36).

The last question that was asked of the children in this survey was "How do you feel about spending free time in school reading?" In August a total of 62% of the children in Class A said "O.K." or "Hooray" while these same students responded with 84% saying "O.K." or "Hooray" in February. The children in Class B responded with 82% saying "O.K." or "Hooray" in August and 91% replied "O.K." or "Hooray" in February (Figure 37).

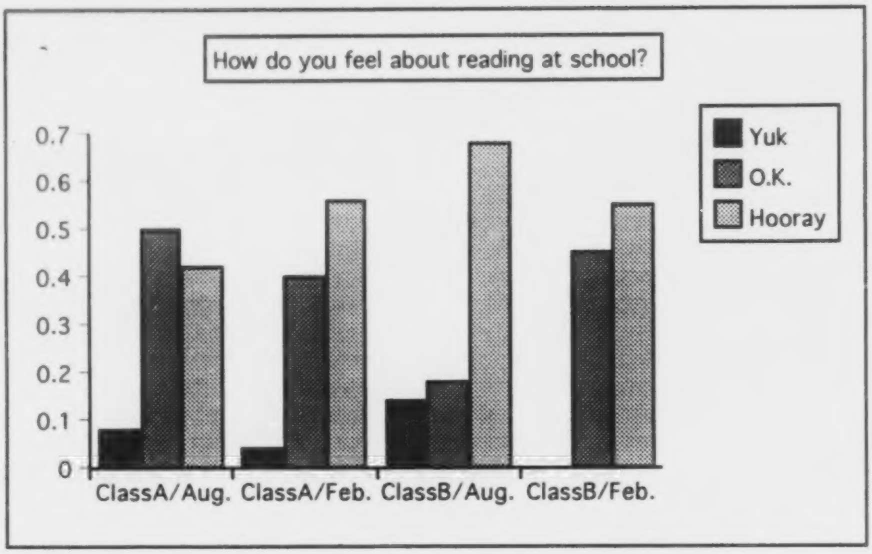


Figure 36

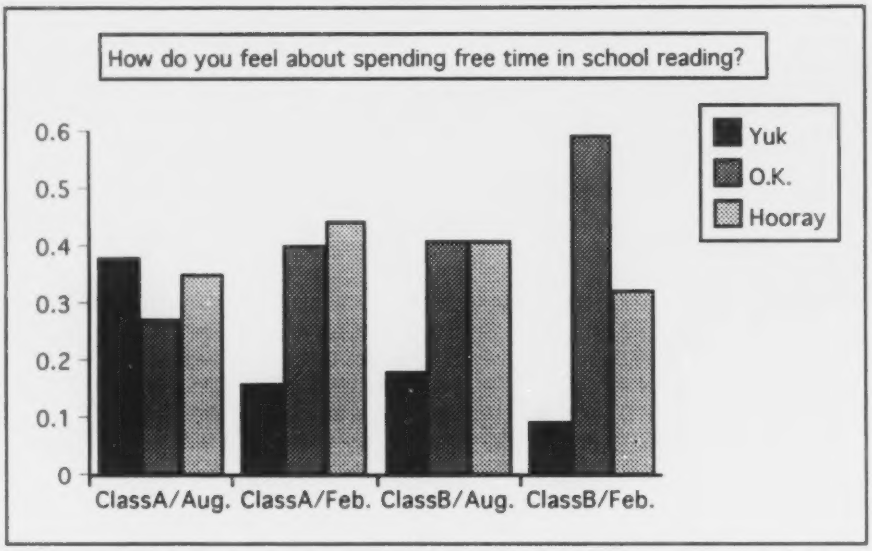


Figure 37

In the continuing quest to find out more about the students' attitudes toward reading, the students were interviewed, one-on-one, by trained parents and teacher aides using the Student Interview (Appendix G). This was the same Student Interview that was used in the beginning of the school year (Tables 4 and 5).

There appears to be a significant positive movement in attitude in the students of Class A as evidenced by the answers in Table 4 below.

Table 4

Student Interview Class A - Pre and Post Project

Question	August yes	August no	February yes	February no
Do (would) you like to read?	78%	22%	84%	16%
Do your parents read to you?	78%	22%	84%	16%
Do you like being read to?	74%	26%	88%	12%
Do you think reading is important?	93%	7%	92%	8%
Do you like to have your teacher read to you?	74%	26%	96%	4%
I would rather read than play most games.	52%	48%	52%	48%
Do your mom and dad read in their free time?	59%	41%	92%	8%
Do you go to the public library?	89%	11%	96%	4%
Reading is fun for most people.	89%	11%	92%	8%
Reading is just for boys and girls who study all the time.	41%	59%	8%	92%
I get tired after reading a little while.	70%	30%	72%	28%
Most books or stories are too long.	70%	30%	36%	64%
I wish there were more time for me to read.	78%	22%	76%	24%
There are many books that I would like to read.	93%	7%	92%	8%

There appeared to be significant progress in attitudes for most of the students in Class B also. The exception was the students wanted to have time to play games instead of read.

Table 5

Student Interview Class B - Pre and Post Project

Question	August		February	
	yes	no	yes	no
Do (would) you like to read?	91%	9%	95%	5%
Do your parents read to you?	86%	14%	81%	19%
Do you like being read to?	86%	14%	90%	10%
Do you think reading is important?	82%	18%	100%	-
Do you like to have your teacher read to you?	91%	9%	100%	-
I would rather read than play most games.	82%	18%	33%	67%
Do your mom and dad read in their free time?	68%	32%	71%	29%
Do you go to the public library?	95%	5%	86%	14%
Reading is fun for most people.	91%	9%	95%	5%
Reading is just for boys and girls who study all the time.	14%	86%	5%	95%
I get tired after reading a little while.	68%	32%	57%	43%
Most books or stories are too long.	36%	64%	29%	71%
I wish there were more time for me to read.	82%	18%	91%	9%
There are many books that I would like to read.	95%	5%	100%	-

When asked if the children had a favorite book, 92% of the children in Class A and 91% of the children in Class B said yes in August. When asked the same question in February, 84% of the children in Class A and 86% of the children in Class B replied yes. The children that replied no in February were some of the most avid readers in the two classes, and may have had difficulty choosing a favorite from the many books they enjoyed. When asked what kinds of books the students liked between 95% - 100% of the children could tell the kind they liked best, as opposed to 95% in August.

The children were asked if they had a favorite author and illustrator, and if so they were asked to name those people (Table 6). Many of the favorite authors and illustrators named were those that they had been exposed to in the classroom.

Table 6

Do you have a favorite author and illustrator?

	Author				Illustrator			
	August		February		August		February	
	yes	no	yes	no	yes	no	yes	no
Class A	30%	70%	56%	44%	18%	82%	24%	76%
Class B	18%	82%	52%	48%	9%	91%	24%	76%

When asked if the children liked to read or look at materials other than books, 85% of children in Class A said yes in August and 60% said yes in February. When asked the same question the children in Class B responded yes in 73% cases in August and 76% in February. The children in Class A included cartoons, newspapers, magazines, pictures and posters as other things they like to read or look at. The children in Class B said that they enjoy reading magazines, newspapers, catalogs and letters.

The children were also asked if they like to look at books with or without pictures. The first grade showed a big preference to books with pictures in August and while they still show a preference to books with pictures there were less students that felt that way in February. The students in Class B also showed a preference to books with pictures in August and showed slightly less of a preference in February (Figure 38).

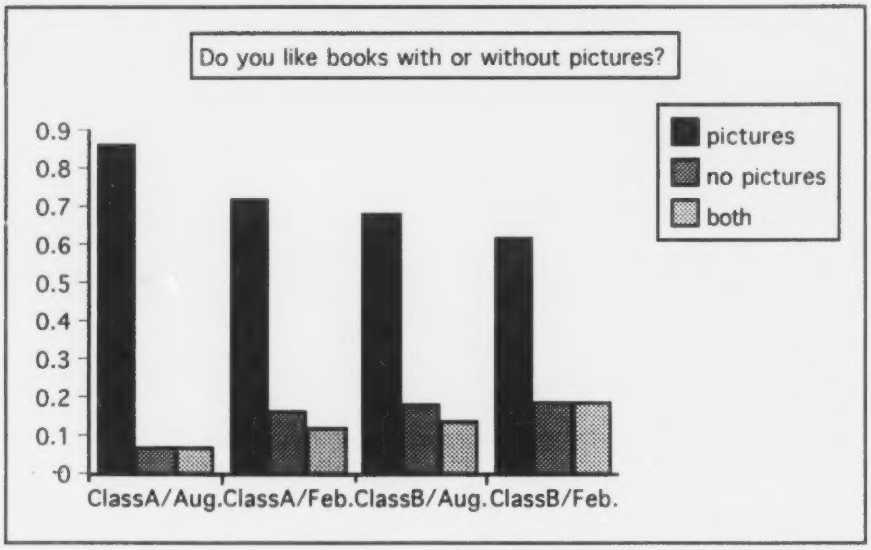


Figure 38

A significant question asked of the students was what they felt they could learn from reading? Many of the responses at the beginning of the year were that you could learn lots of stuff, all kinds of things and learn how to read. Many of the responses remained the same in the Post Project Interview. The children with different responses in the Post Project Interview said such things as "how people explore," "how to catch butterflies and learn about animals," "how to spell big words," "about the future," "a lot about people," "look up new words in the dictionary," "different ways to write stories," "learn things you didn't know before," "different countries," and "it's fun and it's helpful." These more specific responses indicated a better knowledge of what students could learn from books.

Class A, was comprised of 28 first-grade students, of which 25 participated in the Action Plan and Class B was comprised of 22 second-grade students, of which all participated in most of the Action Plan. These 50 students were observed by their own classroom teachers the first three weeks of school to get a baseline of information using the prepared teacher observation checklists. The teacher of Class A looked for students in three categories. The first category was made up of students that came to school motivated to read or were already reading. The next group of students were those that were emergent readers, but reluctant. The last group of students were those who were ready to read but not motivated. The teacher in Class B also looked at students for placement in one of three categories. The categories used in this room were: students that were good readers and highly motivated, the students that were good or fair readers but may or may not seem motivated, and the last category were the students that were fair or poor readers and not motivated.

Realizing that it was an impossible task to evaluate 25 or 22 students and that the teacher observation checklist was overwhelming and could only be used as a guideline, the teacher of Class A chose one student, (student 1) that was highly motivated, one student, (student 2) that was reluctant and four students

(students 3, 4, 5, and 6) that were not motivated to read. The teacher of Class B chose one student (student 7) who was an excellent reader and highly motivated, one student (student 8) who who was a good reader but seemed to lack motivation, and four students (students 9, 10, 11, and 12) who were fair or poor readers and appeared to lack motivation to become better readers. The teachers also used the Pre-Project Parent Survey, the Pre-Project Student Survey and the Student Interview in choosing the students for the continuation of this part of the Action Plan.

Student 1

Student 1 is a male first grader who entered school reading at a third grade fifth month level. He had had many exposures to the written word and the parents said they spent 10-15 minutes, per day, reading with him. They said that they had no trouble encouraging him to read or look at books either with them or independently. In the post-project parent survey the parents said that he was still motivated and liked reading and sharing books with the class.

In response to the Pre-Project Student Interview, Student 1 answered that he liked to read, be read to, had favorite books and illustrators and thought reading was fun and important. In the Post- Project interview he still liked to read but had no favorite books. "I like them all." In the pre and post-project surveys all the responses were at the highest level and did not change.

The teacher observed Student 1 and used the Teacher Observation Checklist as a guideline. Student 1 seemed happy when engaged in reading activities, chose to read for enjoyment, brought favorite books, or books about themes and authors to share. He completed and returned all book bag activities and additional assignments which also included written work, and the Ozzie Reading Club. He was always prepared for Book Buddies and stayed on task during D.E.A.R. He has read 51 books independently, took an Accelerated Reader (a computer based reading comprehension check) test for each book and passed 46 tests with an average score of 82% correct.

Student 2

Student 2 came to first grade with all the skills needed to learn to read. Her parents spent 10-15 minutes per day reading to her and provided many kinds of reading materials to her. They said that she was not motivated to read independently but loved having someone read to her. In the Post-Project Parent Survey the parents said that she was excited about reading, was now an independent reader, but still loved to have someone read to her.

Student 2 responded to the Pre-Project Student Interview by answering that she would like to read, did have some favorite books, but no favorite authors or illustrators. She thought that reading was important but did not know why. She said that reading was just for boys and girls who study all the time, and she tired after trying to read for a little while. She also replied that there were not many books that she wanted to read because her parents had read them all to her. In the Post-Project Interview her responses included that reading was very important for everyone, that you can learn many things, and there were many books that she wanted to read. Student 2 said that she liked chapter books but wished they had more pictures.

In the Pre-Project Survey she thought that reading for fun at home was "O.K." as well as reading instead of playing. She felt "O.K." about all the questions except that she would rather spend her free time playing instead of reading.

In the first three weeks of school the first grade teacher observed that Student 2 listened to and enjoyed read aloud books, liked participating in reading activities, but was hesitant to do anything independent with books. As a class assignment she brought a favorite book to share and completed a quilt patch to go with the book. She was an observer unless given specific directions and did not choose a book to read during any free time. As the weeks of observation continued Student 2 started to actively participate in reading activities, completed all book bag assignments, would choose a book to read for fun, stayed on task during D.E.A.R., anticipated Book Buddies and by week 12 was bringing books from home to share with the class. By week 13 she was ready to begin Accelerated Reader. At the end of the project she had read 12 A.R. books independently, taken the follow-up tests and had a score of 98% correct. She also participated and completed the Ozzie Reading Club Program.

Student 3

Student 3 is a boy who entered first grade with all the reading readiness skills mastered. In the Pre-Project Survey the Parents said that their child was motivated to learn to read but was very nervous and afraid that he would make mistakes. (His best friend is Student 1). Student 3 had all kinds of reading materials in his home but preferred regular children's books. His parents read to him for 10-15 minutes each day. At the end of the project the parents said that they could not believe how confident and independent he was when being read to or when reading.

When surveying and interviewing Student 3 the responses ranged from not liking to read for fun at home to really liking to get a book for a gift. He thought reading was important because you can learn a lot and "you can read on trips and on airplanes." He had very specific ideas about the kinds of books he liked, favorite authors, and illustrators. This did not change as the project continued. At first he felt that reading was just for kids who study all the time and that he would get tired when he read. At the end of the project he thought that reading was for everyone, he liked chapter books, especially when his teacher read them to the class, and the said "Hooray" when asked how he felt about reading instead of playing and reading for fun at home.

The teacher observed this student as one who would rather play than participate in reading activities except when they included any type of art activity. He was not interested in listening to read aloud books, D.E.A.R., and would not choose a book to read or look at for enjoyment. He did complete and return all book bag activities, the Ozzie Reading Program, looked forward to Book Buddies, and checked out books from the library.

Week 11 was a turning point for Student 3. As an emergent reader the printed word started to make sense. At the same time the class started a new theme and which really interested him. From that point forward he seemed to enjoy all areas of reading and volunteered to participate in everything. His hand was always up first, many books came from home and all work was completed in the very best manner. He began to read AR books independently and has completed six chapter books with an AR test score of 56.7% correct.

Student 4

Student 4 entered the class with all reading readiness skills mastered except for phonics. His parents said that he was motivated to learn to read and that they spent more than 15 minutes per day reading with him. All kinds of reading materials were provided in the home. Comic books, catalogs, and children's books were his favorites. At the end of the project his parents said he was more motivated to read and that they felt that the Accelerated Reading Program had a strong influence on his reading ability and desire to read. He began the program (AR) in Week 13 (No T.V. week), has read 41 books and passed 36 with 78.8% correct.

In the Pre-Project Student Survey and Interview, Student 4 said he would "love" to learn to read, that his parents used to read to him, that he really did not like being read to by parent or teacher, did not like to spend free time in school reading, did not like doing reading activities, and most books or stories were too long. He did however, feel that reading was important for everyone "so you can get smarter, learn grown-up words and Spanish." He had a favorite book and his favorite illustrator was the one the class was studying.

In the Post-Project Student Interview and Survey, Student 4 said that he loves to read and likes to read to his parents every night. He still does not like being read to by his parents and would rather read to the teacher. He would like to get a book as a gift but wanted to pick it out himself. He said that he liked to read at school and spend free time in school reading.

As the teacher observed Student 4, his feelings and attitudes appeared to be consistent with his responses toward reading. He was not happy when engaged in reading activities, did not choose to read or look at books for enjoyment, did not participate in shared reading or listen to read aloud books. He checked out books from the library but only on library day. He completed all book bag activities and wanted to share all the projects with the class. He began to bring books to share with the class but would only listen when his book was being read to the class. When introduced to AR, his goal was to read more books than anyone in the class. This he did independently, with great enthusiasm, and seemed happy with his progress.

Student 5

Student 5 came to first grade having had an all day kindergarten experience. She had mastered all beginning reading readiness skills. Her father said that due to the family situation he had had little or no time to spend reading to or with her. There were limited reading materials other than a few children's books that were from garage sales. In the Post-Project Parent survey the father said that his daughter was very motivated to read and that he had found time to read to his daughter every day for 10-15 minutes. She would also read independently for 20-60 minutes per day. If he did not spend time with her, she always reminded him of that fact.

In the Pre-Project Survey, Student 5 shared that reading was important and that she would like to learn to read. She liked books without pictures and Dr. Seuss was her favorite author. She said that she did not like the teacher to read to her and would rather play than read or do any reading activities. In her free time she watched T.V., thought that most books were too long and were only for boys and girls who study all the time. She had only been to the public library one time.

In the follow-up, Student 5 said that she liked to read and have the teacher read books to her, especially chapter books. She liked to read at free time and that she would rather read than play most games. She said that her dad still did not read to her and that she wished she had more time to read. She stated that she liked to take AR tests on the computer.

Using the Observation Checklist the teacher confirmed that Student 5 did not choose to participate in reading activities and would remove herself from the project to do anything else. She did complete all reading homework assignments some of which included, weekly book bag activities, the Ozzie Reading club, AR and bringing a favorite book from home. She did not stay on task during D.E.A.R. time or during any other reading activity time. During week six, Student 6 choose and read her first book independently. From that time forward she has been actively involved in all reading projects. She has read 18 AR books independently and passed 15 tests with a score of 68.9% correct.

Student 6

When Student 6 started first grade he had mastered all the reading readiness skills. His parents said that he wasn't sure that he wanted to learn to read. They said that he would choose books to look at independently and that they provided a wide variety of reading materials in the home. The parents spent 10-15 minutes per day reading to him and that his sister also read to him. By the end of the project the parents said that Student 6 was more motivated to read and that he wanted more books to read or have read to him.

In the Pre-Project Survey and Interview, Student 6 said that he did not or would not like to read, he did not like reading for fun at home, that he did not know why reading was important and that he had only been to the library one time. He said that his parents read to him and that he liked when they read to him. He had a favorite author and book and thought that reading was "O.K." in school.

At the end of the project, Student 6 still was not sure that he liked to read. Reading at home and reading instead of playing were "O.K." He said "Hooray" to reading at school and spending his free time in school reading. His parents continued to spend 10-15 minutes reading to him and he liked magazines as well as books. He said that he liked to go to the school library but not the Public Library. He still was not sure that reading was important but said that reading was fun for most people. He felt that there were many books that he would like to read.

In observing Student 6 the teacher noted that the first six weeks were consistent with his reactions in his Pre-Project Survey and Interview. He participated in reading activities but did not seem happy when engaged. It was difficult for him to do any of the reading activities that included fine motor skills. After week six and until the end of the project, Student 6 began a gradual increase in his motivation to read. He brought books and appropriate magazines to school to share with the class, stayed on task during D.E.A.R., was always prepared for Book Buddies and contributed to all reading activities. He has read 14 books independently for the AR program and passed all tests with a score of 94.3% correct.

Student 7

Student 7 came to second grade and tested as a very good reader, who appeared motivated to read. In the Pre-Project Parent Survey it was stated that she loved to read books independently and that her parents did not have a difficult time encouraging her to read. The parents also stated that they spent more than 15 minutes per day reading to her. In the Pre-Project Student Survey, Student 7 said "Hooray" to reading for fun at home, getting a book for a gift and checking a book out at the library. She said "O.K." about reading instead of playing and "Yuk" about reading at school and spending free time at school reading. Student 7's Pre-Project Student Interview showed positive feelings about reading. She was read to by her parents every night. She stated that she liked books without pictures best, especially chapter books. She had no favorite author or illustrator. She also said that reading is fun for most people, that she wished there were more time to read, there were many books that she would like to read, that you can learn to write better by reading and that reading is important because "it helps your brain."

Student 7 participated in all of the book bag activities, however it became evident that the books in the first set of book bags were not challenging enough, so different books and activities, of her choice, were substituted. Her mom expressed a need to sit with her daughter a couple of times to help complete book bag activities and a need occasionally to remind her to complete the book bags. Student 7 brought in many books over the course of time to share with the class including favorite books as well as books that went with authors or themes of study in the classroom. She continued to checkout books from the library on a regular basis, seemed happy when engaged in reading activities, was cooperative and appeared happy when with her book buddy, stayed on task during D.E.A.R. time and wrote pages for class books. She made two quilt squares for her favorite book, which was the same book in August and February, but only took one AR test.

In the Post-Project Parent Survey it was stated that Student 7 reads about 10-15 minutes independently at home each day and 20 minutes with parents. Mom said that she has not become more motivated to read than at the beginning of the year because she already loved reading when the school year began. In the Post-Project Student Survey, the attitudes about reading were the same except in two questions when instead of a "Yuk" for reading at school and spending free time in school reading, the answers became "O.K." On the Post-Project Student Interview, Student 7 now expressed a preference to books with pictures instead of the August response of no pictures. All other responses were identical.

Student 8

Student 8 was also a female, but a student chosen for this project because she appeared to be a child that could love to read or never pick up a book to read. It was very difficult to know whether she was motivated or not motivated. She also appeared to be a child that may have a difficult time enjoying learning. In the Pre-Project Parent Survey, her mom said that she was not motivated to read, that she did not choose to look at books independently, but did look at or read books. Mom also stated that she read with her daughter more than 15 minutes each day. When the child had the opportunity to respond to the Pre-Project Student Survey, she responded "Hooray" to reading for fun at home, getting a book for a gift, going to the library to check out a book and reading at school. She responded "O.K." to spending free time in school reading and reading instead of playing.

In the Pre-Project Student Interview, her responses were positive about reading. She also said that she liked books with pictures, did not have a favorite author or illustrator and liked to have her teacher read to her. She said that reading is fun for most people, that she wished there was more time to read, there were many books she wanted to read and reading is important "because you get smart." This child brought in many books to share with her classmates over the weeks of the Project. She completed every book bag in a timely fashion. Each book bag activity was completed beautifully as though much extra care was taken. Mom continually said that her daughter enjoyed the book bags and was anxious to bring home the next one. In the earlier weeks of the Project mom had to sit with the child in order for book bags to be completed. As time went on she was able to complete most of them alone. At the beginning of the Project she was unable to stay on task during D.E.A.R. however, as time passed she had a book in her hand every spare moment. Although she stated that she liked to have her teacher read to her, she did not always appear to listen. This has been a behavior that has changed as time has progressed.

In the Post-Project Parent Survey her mom stated that her daughter has become more motivated to read than at the beginning of the Project. Her parents read more than 15 minutes to her each day, and that the student reads about 30 minutes outside of class each day. Mom also commented that she loved the book bags that her daughter had been bringing home because she liked seeing her develop good study habits as well as a desire to read. Student 8's Post-Project Survey said that she now found it "O.K." to read for fun at home, to check out a book from the library and to read at home. These answers had been "Hooray" in August. There were no other changes from her earlier responses. When interviewed the student responded favorably about reading. She said that she liked fairy tales, that Jan Brett was her favorite author, and that she liked to have her teacher read to her. She also said that there were many books that she would like to read and that she wished that she had more time to read. She stated that you can learn new words from reading and different ways to write stories.

Student 9

Student 9 was a male student who came to second grade as an emergent reader. In observations it was evident that this child had vast general knowledge, especially in science but was unable to read information for himself to discover more. In the Pre-Project Parent Survey the parents acknowledged that he was not motivated or excited to read but that he did look at books independently. The parents spent more than 15 minutes each day reading to their son. Student 9 said "Hooray" for receiving a book for a gift, O.K. for reading for fun at home, going to the library and reading at school. He said "Yuk" when asked about spending free time at school reading and about reading instead of playing.

In an interview the student said that he would like to read, that his parents read to him and that he liked being read to by his parents and sometimes by his teacher. He also answered that he liked books with pictures and that reading was sometimes important and sometimes not. When asked if reading is fun for most people he said no, but did say that he wished he had more time to read and that he had many books that he would like to read. When questioned about what you can learn from reading he said "to learn more words, to see things you've never seen before, and to increase your imagination." He did state that he got tired after reading a little while.

At the beginning of this project, Student 9 did participate in many of the activities, however he did not seem happy when engaged in reading activities and did not choose to read for enjoyment. When we studied about dinosaurs he did not choose to bring in books to share from home although he has many. When D.E.A.R. was first begun, he was unable to stay on task for even a very short length of time. He did complete 10 of the 12 book bag activities, however his parents reported that he enjoyed 9 of the 10 books, but only enjoyed 5 of the 12 activities. There were only two weeks where the child looked forward to receiving his next book bag. He needed to be supervised for 50% of the book bags and he never read any of the books or completed any of the activities without reminders. As time passed this student began to attempt to read more and more. He choose to read during free time, in fact would finish assignments as quickly as possible in order to have the opportunity to read. He was reluctant to take AR tests, however he did take three and scored an average of 73.3% correct, with a grade level average of 1.7.

In the Post-Project Parent Survey, the parents said that Student 9 was still not motivated to read but that he looked at books about 15 minutes a day at home independently and more than 15 with his parents. When interviewed the student was very positive about reading, stating that he would like to read and that reading is important (a change from August). He liked having his teacher read long books like Ralph and the Motorcycle. He said that he sometimes reads in his free time, he wished there were more time to read, that he had books he would like to read, but that reading is not fun for most people. He did state, though, that he would rather read than play most games. When he responded to the Post-Project Student Survey he said "Yuk" when asked if he liked to read during free time at school, said "O.K." when asked about taking a book out from the library, and "Hooray" when asked about reading for fun at home, getting a book for a gift, reading instead of playing, and reading at school. These responses were significantly more positive than his responses in August.

Student 10

Student 10 was also a male second grader. He was chosen for this project because he seemed to lack parental guidance in reading. His mom believed him to be a motivated reader yet said that she sometimes had a difficult time encouraging her child to read independently at home. In the Pre-Project Parent Survey his mom answered that she spent no time reading with her son. In the

Pre-Project Student Survey the student responded "Yuk" for "how do you feel when you receive a book for a gift", "O.K." for "how do you feel about reading for fun at home" and "how do you feel when you go to the library" and "how do you feel about spending free time in school reading." He responded "Hooray" for "how do you feel about reading instead of playing." In an interview he said that he liked to read, but did not like having anyone read to him. He said that reading is sort of important, that he only reads books, liked books with pictures and said that his parents do not read in their spare time. He did not answer the question what can you learn from reading. He also expressed a feeling that most books are too long, but that he did not want more time to read.

This student did complete all of the book bag activities, but they were often turned in late and the surveys were never answered by his mom, as this was left up to the child to do. In the early stages of the project this child did not appear to enjoy having anyone read to him. He did not listen to stories and if asked questions about content had a difficult time responding. He did not bring in books from home to share with the class and was not able to stay on task during D.E.A.R. This student was rather quiet when with his book buddy.

As time passed, student 10 began going to the library almost daily to check out books. He would sometimes check out a very short book, read it and want to return to the library. He also began to take AR tests. By the end of the project he had taken nine AR tests with an average of 91.1% correct. The average reading level was 2.0.

In the Post-Project Survey his mom said that he is not more motivated to read but that she no longer had a difficult time encouraging him to read. She said that she spends 10-15 minutes each day reading with her child and that he reads one hour each day alone. She also stated that his interest in reading was the same then at the beginning of the year.

In the Post-Project Student Survey, student 10 stated that he felt "Yuk" about reading instead of playing, "O.K." about reading for fun at home, going to the library for a book, reading at school and spending free time in school reading, but felt "Hooray" when he received a book for a gift. In the Post-Project Interview he felt that he liked to be read to, had no favorite books, authors, or illustrators and still liked books with with pictures the best. Instead of feeling that reading was "sort of important", he stated that reading is important because you learn stuff. He said that his parents read in their free time which was a change from August. He still believed that most books were too long and that he got tired after reading a little while. He did say that reading is fun for most people and that when he had free time he liked to play checkers or read.

Student 11

Student 11 was a student who came to second grade reading almost nothing. In the Scholastic-Literacy-At-Work Placement Test she scored a seven out of 40 points or a 17%. This classified her as an Emergent Reader. She also appeared to be developmentally younger than most of the second grade students, certainly younger than the students chosen for this part of the project. In the Pre-Project Parent Survey it was stated that this child was motivated to read and that she looked at books at home independently and needed little encouragement to do so. Her mom said that she read to her daughter 10-15 minutes per day about 3-4 days per week. The student answered "Hooray" when asked about reading for fun at home, about checking a book out from the library and reading at school. She responded "O.K." when asked about receiving a book for a gift, reading instead of playing and spending free time at school reading.

In the interview she said that she would like to read, that her parents sometimes read to her and that she enjoys having them read to her. She had no favorite author or illustrator and preferred books with pictures. She said that she looks at magazines as well as books, that reading is important because it helps you learn and she liked to have her teacher read to her. She would rather read than play most games, but when she had free time she liked to play a game. She acknowledged that her parents do not read in their free time and that she had never been to the public library. She gets tired after reading a little while and said that most books are too long. She did however, say that she wished there were more time for her to read and that there were many books she would like to read.

This student completed all of the book bag activities when she was in town, but did not complete the two when her family went on a two week vacation. The survey answers were identical for the first eight book bags. The student enjoyed each book and enjoyed the activity that went with the book. Her mom needed to sit with her to complete the activity, the student was anxious to bring home the next book bag and the student needed reminders to complete the book bag. The ninth week found the student needing no assistance to complete the book bag and no reminders. The last week she still completed the activities alone, but needed reminders.

This student never seemed happy when engaged in reading activities in school and did not appear to listen when stories were read. She was unable to stay on task during D.E.A.R. and was a very quiet participant with her book buddy. As time passed she still did not seem happy when engaged in reading activities, however seemed to listen when being read to, and stayed on task during D.E.A.R. She was still a quiet participant with her book buddy. She did begin to bring in some books from home to share about particular themes.

In the Post-Project Parent Survey her mom stated that the child was still motivated to read and still chose to look at books independently for about 10-15 minutes per day. The mom also had begun to read to her child approximately 10-15 minutes per day. She stated that her daughter appeared more motivated to read than at the beginning of the year. The student responded "Hooray" when asked about checking out a book from the library, "O.K." when asked about reading for fun at home, getting a book for a gift, reading at school, and "Yuk" when asked about reading instead of playing and spending free time in school reading. Four of these responses seemed more negative than the responses received in August, while the other two remained the same. Student 11 responded in the Post-Project Interview that she would "kind of like to read", that she does not read anything beside books, that she would not like to read instead of playing a game, and that she would "kind of" like to have more time to read. The other responses were the same as the Pre-Project Interview. This child is still an emergent reader. Her parents have been unwilling to let the public school assess her needs, however, she is being tutored. The test results from her tutoring center showed her to be far below grade level in reading.

Student 12

Student 12 began second grade reading but seemed to lack confidence in his ability to read. In the Pre-Project Parent Survey his mom responded that he was not motivated to read, did read independently, but did not always respond favorably to reading when it was suggested by mom. His environment included many kinds of reading materials. His parents read to him 10-15 minutes per day. The student responded "Yuk" when asked how he felt about reading instead of playing, "O.K." when asked about spending free time reading in school and reading for fun at home and "Hooray" to getting a book for a gift, going to the library to check out a book and reading at school. His responses in the Pre-Project Interview were very positive. He said that he thought reading was important, that he liked to read, liked to be read to, that he wished there were more time to read and that there were many books he would like to read. He did however, say that he would rather play then read and that was certainly consistent with the observations made of him at the beginning of the project.

This student did all of the book bag activities very well. His mom needed to sit with him for the first seven of them and he needed reminders to complete them. Once the activities changed and the students began picking out their own books he became more enthusiastic about the book bags, especially the diorama. Student 12 never chose to read for enjoyment at the beginning of the project, was unable to stay on task for D.E.A.R., did only one AR test and did not seem happy when engaged in reading activities. He did bring in many books to share with the class about every author and theme we studied. It became obvious that he had a very well stocked library at home.

About week 12 of the project this student began to visit the school library once or twice every day. He began to read every chance he got and, because he worked quickly, he did have extra time to read. He began to take AR tests almost daily and seemed very happy to read. His attitude with book buddies was positive at the beginning and that did not change. At the end of the project mom said that her son was more motivated to read but did not always enjoy reading aloud to her. She stated that her child read one-half to one hour per day and that she reads to him 10-15 minutes per day.

The student's Post-Project Survey had all answers at "Hooray" except reading for fun at home. These were positive moves from the August responses. In his interview the responses were even more positive. He said that he liked to read in his free time and that reading is fun and helpful. He did still feel that he gets tired after reading a little while, but wished there were more time to read.

Conclusions and Recommendations

Based on the presentation and analysis of the data on motivating students to read, the students showed a marked improvement in their motivation to read. The strategies used during the project included:

- bringing in favorite books from home
- making quilt squares about favorite books
- library check out
- D.E.A.R.
- study of authors and themes
- reading aloud chapter books
- authoring class books
- using computers for AR testing
- book buddies
- book bags
- Ozzie Reading Program
- monthly tally of books read
- no T.V. week

Each of these strategies impacted the students in our classes in different ways. The children of both classes were 100% in bringing in a favorite book from home to share. The children were excited about sharing these books with their teachers and most were excited to share with their classmates. The students took great care in drawing a picture about their favorite book for the class quilt. The results were identical with this activity at the end of the project.

Library check out began slowly at the beginning of the year for the first graders. They only went to the library once a week and went together as an entire class for the first two weeks of school. After this an aide took the children in small groups to the library so that they could have books checked out as needed.

They still met with the library coordinator once a week as an entire class for library skills. The second grade students were able to go to the library independently after their initial visit. They also continued to have library skills once a week with the library coordinator. Both of us feel that we have allowed our students far more freedom to visit the library independently and have encouraged this. Some children visited the library every day or more while some still return books and check out new ones during their library time once a week. This has been a positive change for us as teachers because we sense it has encouraged our students to read and share more about books.

Time was set aside each day for all of our students to "Drop Everything and Read." Not only did the students read during this time but so did we. This emphasized our commitment to reading and showed us as positive role models. Although many of our students were unable to sustain for even a short while in the beginning this lengthened with time and now our students remind us that it is D.E.A.R. time.

Our students have been made aware of many authors, illustrators and themes of books. This has allowed them to be exposed to many varieties of books and interests within the learning process. This provided the children with many opportunities to bring in books from their own libraries at home, as well as the Public Library. Bringing in books helped the children to take more ownership in all of our units of study. The comparisons they made between books has helped to develop a higher level of thinking in our students.

Our students as a whole, have loved having us read to them, but became particularly interested in hearing chapter books. The children in first grade could not wait each day to hear what would happen next to James, and were intrigued by the boxcar kids. The second graders loved Charlotte and thought Ralph was terrific! This was the earliest that first graders had been exposed to chapter books in our school, yet they were more than ready.

Class books became an prominent part of our week. Becoming authors and illustrators was exciting to the children. They enjoyed the variety of topics and seeing their work become a bound book. They especially looked forward to sharing the completed books with their families. We will continue to have our students write weekly books because these books encourage reading and writing skills.

The Accelerated Reader Program uses the computer to test comprehension after a child has read a book. Most of the children seem to enjoy this program although some are a little hesitant and do not participate. The first graders were far more active in the use of this program than the second graders. We feel that there may be several reasons for this. The first grade parents were supplied with a list of specific books that are part of the program. The first grade also has an aide that can help them when necessary so that the classroom teacher does not have to monitor the process. The third factor may be that the computer in the second grade classroom is often used for word processing so the children are not as able to access the computer as soon or as often as they would like. Some of the parents in the first grade classroom felt that this program had a strong influence in their children's motivation to read.

Book Buddies had been a favorite time for all the students. The sharing, role modeling and cross grade level groupings have been an influential as well as a positive experience for our students. Children may have forgotten what time we had math, or what time we went to music, but they never forgot what time we had book buddies!

The book bag endeavor was a monumental task, but one that we found to be well worth the time and effort. Getting the activities, materials0 and books together took a lot of time. Keeping the program running smoothly took even more time. First grade parent volunteers were used to help to keep the bags organized and ready to go home each week. Regardless, the bags bound the relationship between home and school. The weekly book bags gave the parents tangible exercises to help their child become more involved and enthusiastic in the reading process. The best part was hearing the excitement of each child when they received and new book bag and a former recipient yelled out, "I read that one, you will love it!" The second grade students enjoyed the original book bags but seemed to like the opportunity to chose their own book to put in their book bag and to have the whole class do the same activity. The weekly survey that was included in each book bag provided us with helpful information. We both plan to continue using book bags with our students.

Another strategy used in first grade was the Kane County Cougars Ozzie Reading Program. Twenty-seven of the twenty-eight children in that class participated and they all earned a free ticket to a Cougar's game. Many of the parents in this class expressed that they liked the structure of an assigned amount of reading time per day with their child. The second grade children read books at home in November, December, and January and filled out turkey feathers, ornaments from around the world, and snowballs to decorate three different bulletin boards. The enthusiasm of the children was contagious as our turkey grew fatter, our tree became more beautiful, and our snowman became rounder.

American Education Week brought to life "NO T.V.Week." Our P.T.A. sent home notes to families to encourage participation in this endeavor. In the first grade 24 of the 28 children participated and were able to able to keep the T.V. off for a week. The first grade teacher also participated. In the second grade class there were only five children who made the whole week, but their teacher did not make the commitment to turn off her T.V. This probably made the difference!

When thinking about the twelve children that we chose to evaluate we see the majority of them becoming far more excited about reading. Student 1 came to school reading, still loves reading and is a strong role model in his class. Student 2 was hesitant and quiet, but observant of all reading activities in the class. As she obtained reading skills her confidence grew and she is now a strong independent reader. Student 3 is an extremely creative and competitive child. Once he became a reader, his competitiveness was a force that could never have been stopped. The only exception to this was his lack of participation in AR. Student 4 came to school and said he was motivated to read because he thought that was what he was supposed to say. We question whether or not this motivation was real. He has learned to read and seems to enjoy to read but always needs a audience. He is not an independent reader rather reads for the competitive edge. Student 5 is now very motivated and enthusiastic about reading but this was not the case in the beginning of the year. She came from an all day program and had some social and academic adjustment difficulties in the first grade classroom. Her family environment provides her with the basic needs but little else. She would like to be read to at home but there seems to be no time available. Student 6's parents and teacher see him as a motivated child yet the child did not respond in that manner in the interview. Teacher observation shows him always on task, making great progress and enjoying books.

Student 7 is an excellent reader who came to school very motivated. She continues to read daily and is an excellent role model in the classroom. Her mom is a teacher who is now at home with her two children. This child has had a literature rich environment and been given much support and encouragement. Student 8 came to second grade reading but it was extremely difficult to know if she was happy, motivated or had any feelings about reading at all. Mom felt that she was not motivated to read but in the child's survey and interview the child indicated that she was motivated. After getting to know her, I found the child's assessment of herself to be accurate. She continues to be highly motivated and spends much free time with a book in her hand.

Student 9 had not been motivated to read. He likes to gain information but has not been able to learn to read well enough to do this on his own. His parents have said that he is unmotivated and that his motivation has not increased since the beginning of the project. They also say that he is unwilling to read "baby books" at home. It is the observation of this teacher that this child is willing to read at his level, when given the opportunity and is quite proud of the progress he has made, especially in AR tests. Student 10 does not have much parental support in the area of reading. This lack of support made a direct impact on this child's completion of book bags and other home reading activities. He comes from a single parent family and neither parent has ever been in the classroom to meet his teacher this year. He reads a lot at school, but if given a choice he would most often rather play. This child functions quite well considering the circumstance of his life. He appears motivated to read.

Student 11 came to second grade reading almost nothing and this is true today. She is a child who has learning difficulties that have not been defined because the parents have not been willing to let the school explore her needs. Her attitudes about reading remain positive. She looks at books whenever she gets the chance. Student 12 is a major success story of this project. He was reluctant to read at home and school at the beginning of the year. His parents did not see him as a motivated reader. His reading has improved dramatically this year and when given a free choice time he often chooses reading.

The majority of the children in this project were more motivated to read at the end of this project than they were at the beginning. According to the first grade parents, 96% of the children were more motivated to read at the end of the project.

According to the parents again, 16 out of 21 of the second grade students (76%) were more motivated to read at the end of the project than at the beginning. One of these parents said that her child was already motivated in the beginning, and we know that two others also were motivated so their motivation stayed the same. This would mean that 90% of the children in the second grade are motivated to read.

Through observation the first grade teacher acknowledges that 92% of her students are now motivated to read, while the second grade teacher finds 90% of her students to be motivated! This certainly supports our project's success!

If we had it to do all over again these are the recommendations we would make:

* teacher would interview students instead of using helpers
* surveys were difficult for some first graders in the beginning of the project - perhaps needs to be changed
* book bags would be started a little later in first grade
* observation checklist was cumbersome and not very useful
* second grade teacher would encourage AR
* second grade teacher would support "No T.V.Week"

It seems to us that the recommended changes are few in number. We are pleased with what this project has brought to our students, their parents and us. Our plan is to continue to use the strategies incorporated in this project. Our hope is that all of our students, today and in the future will become life long lovers of reading!

THE REFERENCE LIST

Avery, C.(1993). ...And with a light touch. Portsmouth, NH: Heinemann

California, State Department of Education.(1992). Sacramento.

Carratello, J. & P.(1989). Literature and critical thinking. Huntington Beach, CA: Teacher Created Materials.

Castle, M.(1994). Helping children choose books.In E.H. Cramer & M. Castle (Eds.). Fostering the love of reading:The affective domain in reading education. Newark, Delaware: International Reading Association.

Cramer, E.H. & Castle,M.(1994). Fostering the love of reading:The affective domain in reading education. Newark, Delaware: International Reading Association.

Criscuolo, N.(1983). Reading motivation through the teacher-parent partnership. In J.L.Thomas & R.M.Loring (Eds.). Motivating children and young adults to read 2 (PP.42-43). Phoenix: Oryx Press.

Cuban, L.(1987). Policy seminar for educational leaders. Conference Proceedings of Success for At-Risk Students.

Duran,M.(1994). Reading for pleasure:A strategy to improve elementary students' attitudes and participation in recreational reading. ED376441.

Estes, T.H. & Johnstone, J.P.(1979). Twelve easy ways to make hate reading (and one difficult way to make them love it). In J.L.Thomas & R.M.Loring (Eds.). Motivating children and young adults`to read (pp. 5-13). Phoenix:Oryx Press.

Evans, J., & Moore,J.E.(1986). Fun with books. Carmel,CA: Evan-Moor.

Evans, J., & Moore, J.E.(1986). More fun with books. Carmel, CA: Evan-Moor.

Farr, B.(1981). Building language experiences for reluctant readers. In A.J.Ciani (Ed.). Motivating reluctant readers (pp.29-30). Newark, Delaware: International Reading Association.

Finn, Jr.C.E. & McKinney.(1986, November), Reading:How the principal can help. Principal pp.30-34.

Gambrell, L., & Hamilton, V., & Hartman, D.K., & Klein, A.F., & Kirby-Linton, K., & Medrano, H., & Mitchell, A.H., & Pinnell, G.S., & Reutzel, D.R., & Rose, D., & Schifini, A., & Seamster, D.S., & Sharp, Q.Q., & Shefelbine, J., & Turner, G.Y., & Wells, W.M.(1996) Scholastic literacy place. New York: Scholastic.

Kohn, A.(1993). Punished by rewards. Boston: Houghton Mifflin.

Lamar, J.V.(1988 October). Kids who sell crack. Time, pp.20-33.

Merina, A.(1992, November). The impact of family life on how students learn. NEA Today, p.29.

National Institute of Education.(1985). Becoming a nation of readers: The report of the commission on reading. (Contract No. 400-83-0057). Washington,DC: U.S.Department of Education.

Prescott, O.(1992). Read to me:Recommended literature for children ages two through seven. Sacramento. ED 364907.

Purves, A.C.(1990). The scribal society - an essay on literacy and schooling in the information age New York: Longman. ED 332176.

Raffini, J.P.(1983). Winners without losers. Needham Heights, MA: Allyn & Bacon.

Rupley, W.H., & Ash, M.J.,& Blair, T.R.(1983). Motivating students to actively engage in reading. In J.L.Thomas & R.M. Loring (Eds.). Motivating children and young adults to read (pp.25-28). Phoenix: Oryx Press.

Smith, S.(1992). Increasing positive attitudes towards recreational reading. ED343114.

Spiegel, D.L.(1981). A portrait of parents of successful readers. In E.H.Cramer & M Castle (Eds.). Fostering the love of reading:The affective domain in reading education.(p.74-84). Newark, Delaware: International Reading Association.

State of Illinois School Report Card.(1996), Abraham Lincoln School,District 41. Springfield,IL.

Thomas, K. & Moorman, G.(1994). Defining the role of affect in reading. In E.H. Cramer, & M.Castle (Eds.). Fostering the love of reading: The affective domain in reading education.(p 11).

Newark, Delaware: International Reading Association.

Trelease, J.(1989, December). Jim Trelease speaks on reading aloud to children. Reading Teacher, pp.200-206.

U.S.Government Census.(1990). Glen Ellyn, IL. Washington, D.C.

Wlodkowski, R.J. & Jaynes, J.H.(1990). Eager to learn. San Francisco: Jossey-Bass.

Zemelmann, S.,Daniels, H.,& Hyde, A.(1993). Best practice: new standards for teaching and learning in American schools. Portsmouth, NH.: Heinemann.

Appendices

Appendix A
Pre-Project Parent Survey

Pre-Project Parent Survey

Name____

1. Is your child motivated (excited) to read? yes no

2. Does your child choose to read (or look at) books independently? yes no

3. Do you have a difficult time encouraging your child to read (or look at) books? yes no

4. What kinds of reading materials are available in your home for your child to look at or read?

(Circle all applicable)

books

magazines

comic books

library books

photo albums

newspapers

other____________________________________

5. What is your child's favorite type of reading material(s)? (From list above or list others)

____

6. How much time do you usually spend reading with your child per day?

no time______

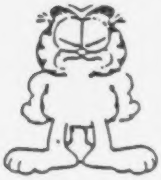
10 - 15 minutes________

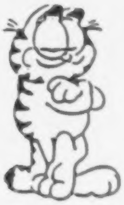
more than 15 minutes________

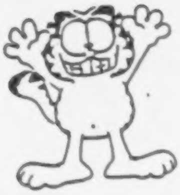
Appendix B
Pre-Project Student Survey

Pre-Project Student Survey

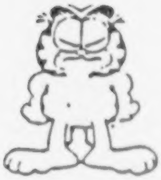
1. How do feel about reading for fun at home?

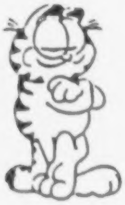


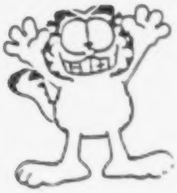




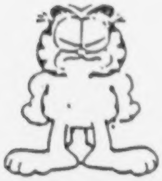
2. How do you feel when you get a book for a gift?

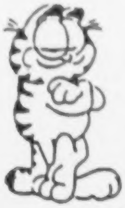


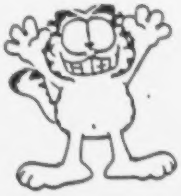




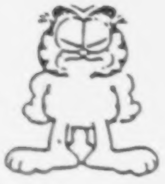
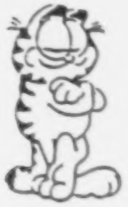
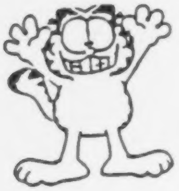
3. How do you feel about reading instead of playing?



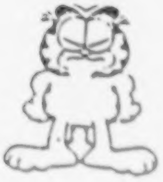
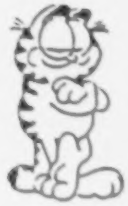
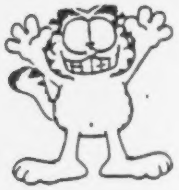




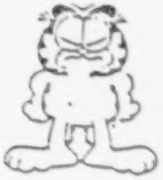
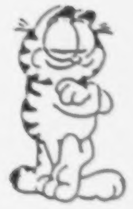
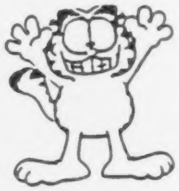
4. How do you feel when you go to the library to checkout a book?

5. How do you feel about reading at school?

6. How do you feel about spending free time in school reading?

Name____

Appendix C
Pre-Project Student Interview

Pre-Project Student Interview

Name ______________________________

1. Do (would) you like to read? yes no
2. Do your parents read to you? yes no
    How often? __________
3. Do you like being read to? yes no
4. What is your favorite book?
    ____
5. What kinds of books do you like?
    ____
6. Do you have a favorite author? yes no
    If yes, who? ________________________
7. Do you like books with or without pictures? with without
8. Do you have a favorite illustrator? yes no
    If yes, who? ________________________
9. Do you read,or look at anything besides books? yes no
    If yes, what? ________________________
10. Do you think reading is important? yes no
    Why or why not? ______________________

11. What can you learn from reading?

____

12. Do you like to have your teacher read to you? yes no

If yes, what do you like to hear?___________

____

13. I would rather read than play most games. yes no

14. When you have free time, what do you like to do?

____

15. Do your mom and dad read in their free time? yes no

If yes, what?________________________________

16. Do you go to the public library? yes no

17. Reading is fun for most people. yes no

18. Reading is just for boys and girls who study all the time. yes no

19. I get tired after reading a little while. yes no

20. Most books or stories are too long. yes no

21. I wish there was more time for me to read. yes no

22. There are many books that I would like to read. yes no

Appendix D
Teacher Observation Checklists

											Weeks 2 & 3
											Seemed happy when engaged in reading activities
											Chose to read for enjoyment
											Mentioned reading a book at home
											Participated in shared or unison reading
											Checked out a book(s) from library
											Listened to and enjoyed read aloud books
											Brought in favorite book to share
											Completed quilt patch

											Weeks 4 - 17
											Seemed happy when engaged in reading activities
											Chose to read for enjoyment
											Mentioned reading a book at home
											Participated in shared or unison reading
											Checked out a book(s) from library
											Listened to and enjoyed read aloud books
											Stayed on task during D.E.A.R.
											Completed book pack activites at home
											A.R.
											Participated with book buddies
											Bring books to class about theme or author

Weeks 12 - 17

											Seemed happy when engaged in reading activities
											Chose to read for enjoyment
											Mentioned reading a book at home
											Participated in shared or unison reading
											Checked out a book(s) from library
											Listened to and enjoyed read aloud books
											Stayed on task during D.E.A.R.
											Completed book pack activities at home
											A.R.
											Participated with book buddies
											Bring books to class about theme or author
											Wrote page for daily class book

Week 10

											Seemed happy when engaged in reading activities
											Chose to read for enjoyment
											Mentioned reading a book at home
											Participated in shared or unison reading
											Checked out a book(s) from library
											Listened to and enjoyed read aloud books
											Stayed on task during D.E.A.R.
											Completed book pack activities at home
											A.R.
											Participated with book buddies
											Bring books to class about theme or author
											Wrote page for daily class book
											Made square for second class quilt

Appendix E
Post-Project Parent Survey

Post-Project Parent Survey

Name____

1. Has your child become more motivated (excited) to read than at the beginning of the school year? yes no

2. Does your child choose to read (or look at) books independently? yes no

3. Do you have a difficult time encouraging your child to read (or look at books)? yes no

4. What is your child's favorite type(s) of reading material?

   ____

5. How much time do you usually spend reading with your child each day?

   no time_______

   10 - 15 minutes_______

   more than 15 minutes_______

6. How much does your child usually spend reading and looking at reading materials each day?

   ____

7. Do you see your child's interest and motivation to read as:

   less than at the beginning of the school year_______

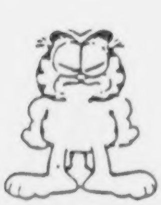
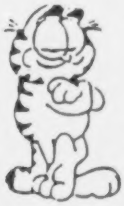
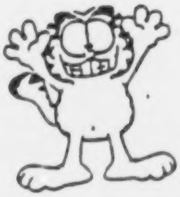
   same as at the beginning of the school year_______

   more than at the beginning of the school year_______

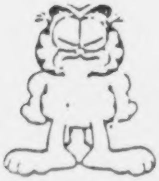
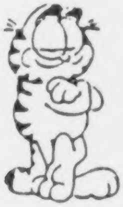
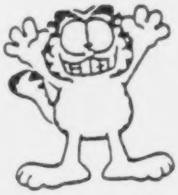
Appendix F
Post-Project Student Survey

Post-Project Student Survey

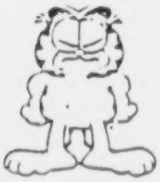
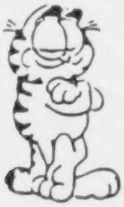
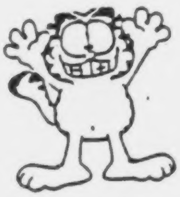
1. How do feel about reading for fun at home?

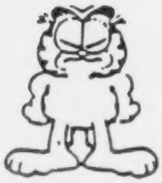
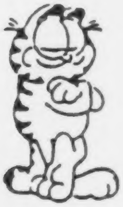
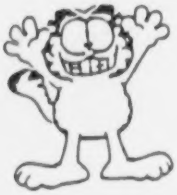
2. How do you feel when you get a book for a gift?

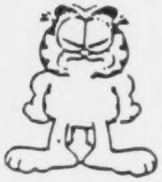
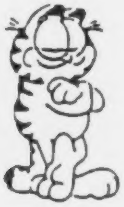
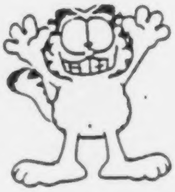
3. How do you feel about reading instead of playing?

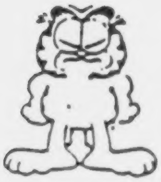
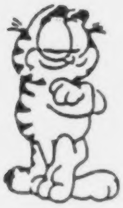
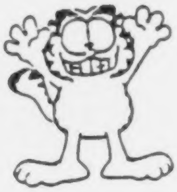
4. How do you feel when you go to the library to checkout a book?

5. How do you feel about reading at school?

6. How do you feel about spending free time in school reading?

Name____

Appendix G
Post Project Student Interview

Post-Project Student Interview

Name____

1. Do (would) you like to read? yes no

2. Do your parents read to you? yes no

   How often?____________

3. Do you like being read to? yes no

4. What is your favorite book?

   ____

5. What kinds of books do you like?

   ____

6. Do you have a favorite author? yes no

   If yes, who?________________________________

7. Do you like books with or without pictures? with without

8. Do you have a favorite illustrator? yes no

   If yes, who? _______________________________

9. Do you read,or look at anything besides books? yes no

   If yes, what? ______________________________

10. Do you think reading is important? yes no

    Why or why not? ____________________________

11. What can you learn from reading?

____

12. Do you like to have your teacher read to you? yes no

If yes, what do you like to hear?____________

____

13. I would rather read than play most games. yes no

14. When you have free time, what do you like to do?

____

15. Do your mom and dad read in their free time? yes no

If yes, what?__________________________

16. Do you go to the public library? yes no

17. Reading is fun for most people. yes no

18. Reading is just for boys and girls who study all the time. yes no

19. I get tired after reading a little while. yes no

20. Most books or stories are too long. yes no

21. I wish there was more time for me to read. yes no

22. There are many books that I would like to read. yes no

Appendix H
Information Letter to Parents

August 19, 1996

Dear Parents,

We are currently participating in a Masters Degree Program in Education. The emphasis of our research is motivating students to read. As part of the program,we will be conducting normal classroom procedures and writing them up. Normal classroom procedures would include such things as the actual teaching of reading, reading aloud to students, planning activities to coordinate with books read, and sending home books to read with activities to accompany the books.

We are asking for your support and voluntary participation. If you are willing to participate, you will be asked to fill out a pre and post project survey. Your child will be asked to fill out a pre and post project survey and a pre and post project interview. Each would be completed using minimal classroom time (about 15 minutes each). Your child will not be asked to participate in any activities that we would not normally plan for the classroom with the exception of the survey and interview. We would like to note that no names will be used in the research paper! If you choose not to participate, it will not effect your child's Progress Report in any way!

If you choose not to participate, please sign the bottom portion of this form and return it to the classroom on registration day.

If you choose to participate, please fill out the enclosed survey (very honestly) and return it to the classroom on registration day.

If you have any questions, please ask!

Thank you for helping us to pursue this growth in our education process!

Mrs. Kane

Mrs. Warner

I do not wish to participate in the research project.

____
signature

Appendix I
Book Bag Letter to Parents

September 16, 1996

Dear Parents,

This Friday, September 20th your child will bring home the first of many weeks of "book bags". These book bags will include a book for your child to read (or have read to him/her) at home, an activity to complete at home, and a brief survey for your to fill out about your child's reaction to the book and activity. It is our hope that these activities will be fun for your child and will help to motivate reading!

Most of the selected books are from the Lincoln School library. You will see that they are books that have been favorites of children for years. Many will have been read by your child before, but a good book is ALWAYS worth repeating. The books are checked out in my name. However, lost books will be the responsibility of your child and you.

It will be very important for your child to return the books bags in a timely manner. The books bags will be passed out on Friday of each week and need to be returned by Thursday, (or sooner) of the next week. Before returning, please be sure that the book is read, the activity completed, and the survey is filled out. The completed activity should be returned to school also. If your child does not return the book bag by Thursday, I will not be able to give him/her another one for the next week.

Happy reading!

Mrs. Kane

Mrs. Warner

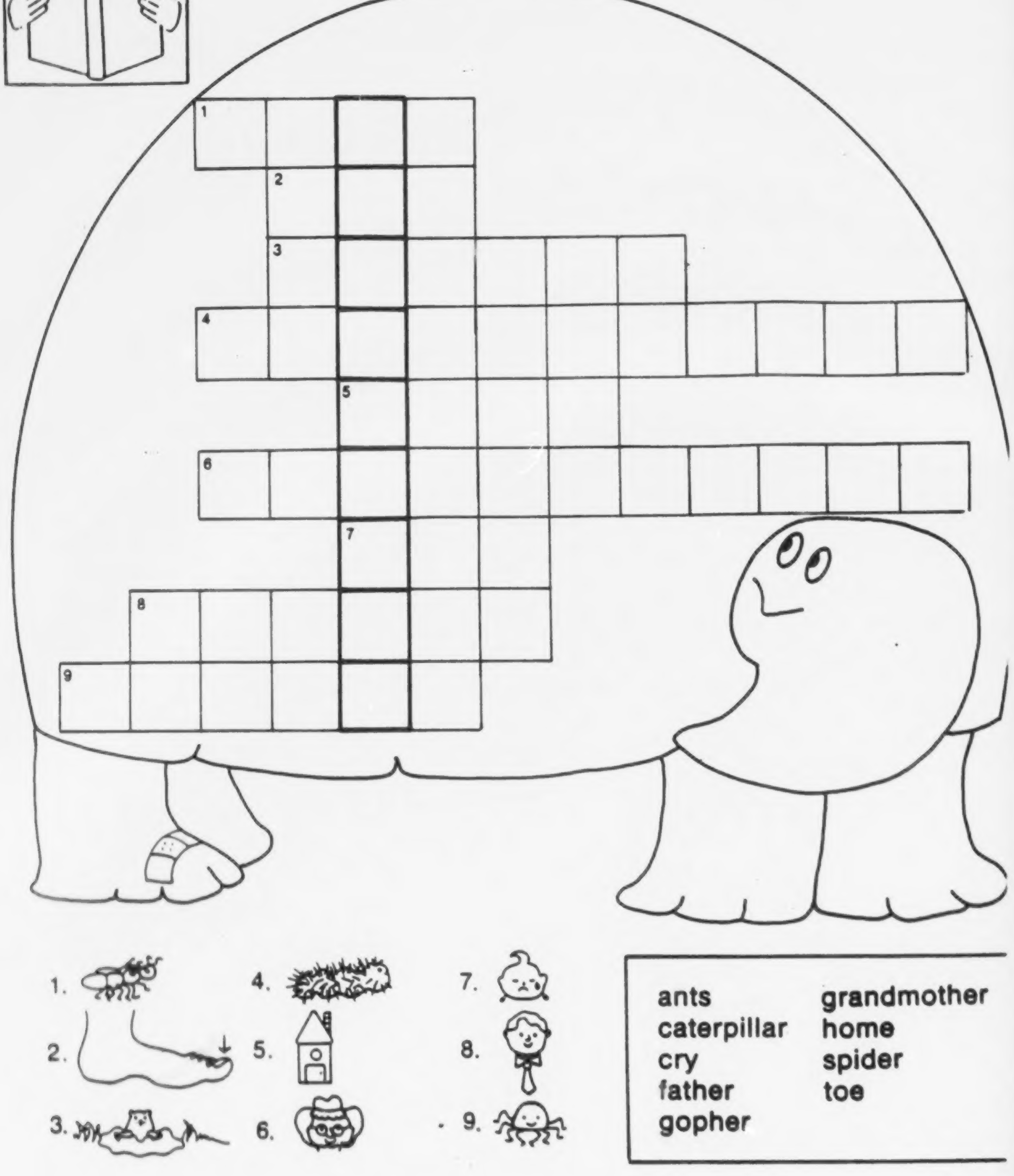
Appendix J
Sample Book Bag Activities

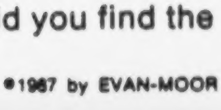
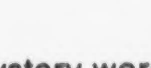
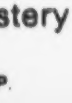
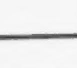
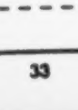
Albert's Toothache

(Class A)

We read ***Albert's Toothache*** by Barbara Williams.

Do this puzzle and remember Albert's problem.



1.
2. 
3.
4. 
5. 
6.
7. 
8. 
9.

ants
caterpillar
cry
father
gopher
grandmother
home
spider
toe

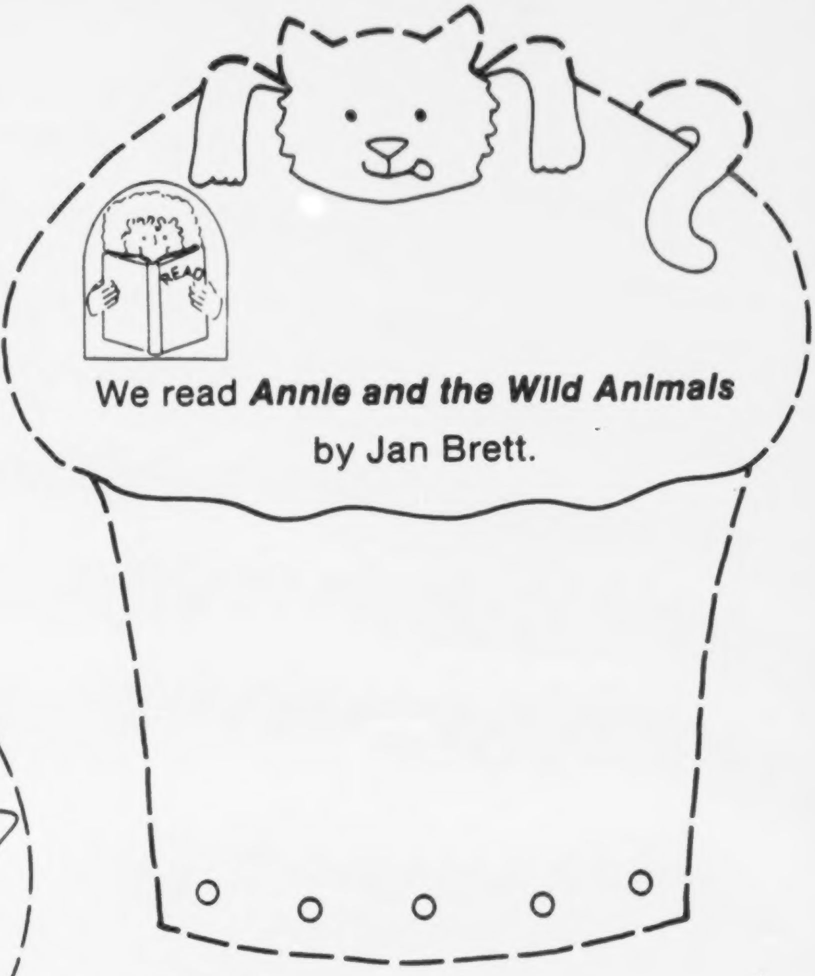
Did you find the mystery word? ______________________

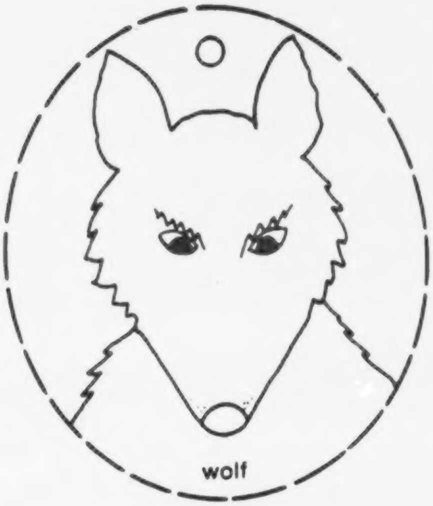
©1987 by EVAN-MOOR CORP.

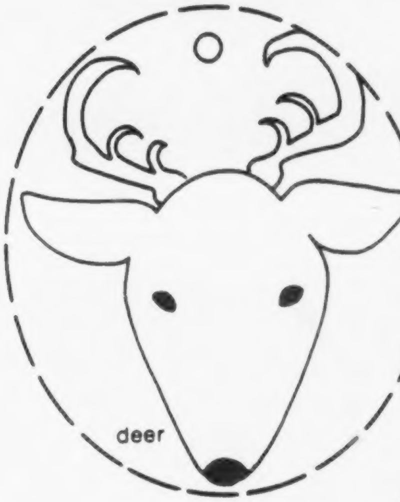
Annie and the Wild Animals

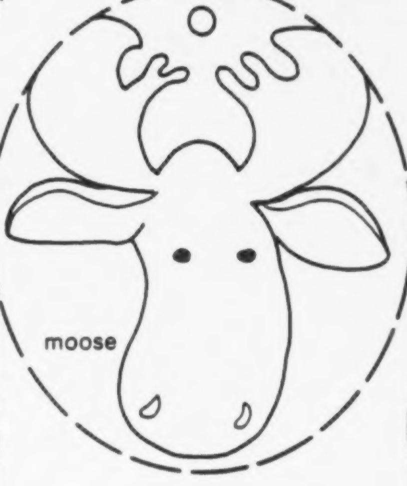
(Class A)

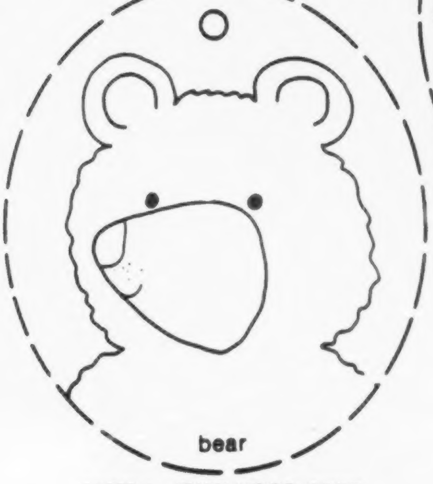
Mobile - Cut out the animals and attach them with string to the bottom of the corn cake.

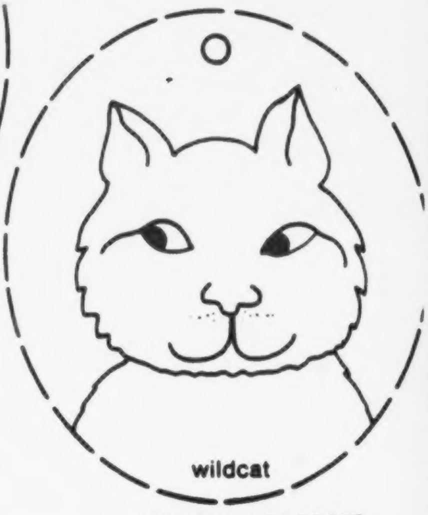

READ
We read *Annie and the Wild Animals*
by Jan Brett.









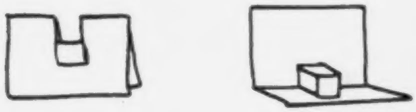


©1987 by EVAN-MOOR CORP.

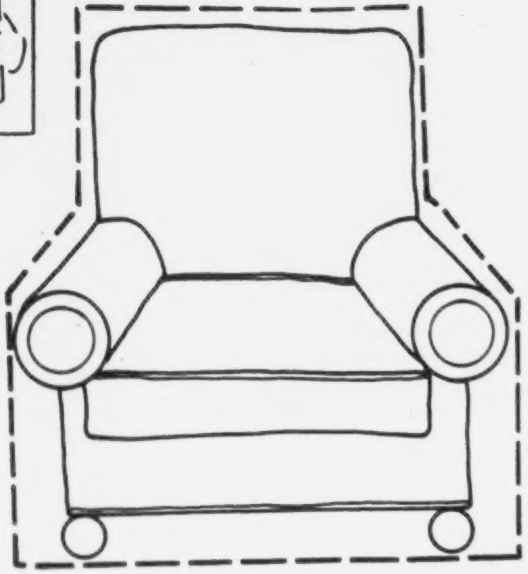
A Chair For My Mother

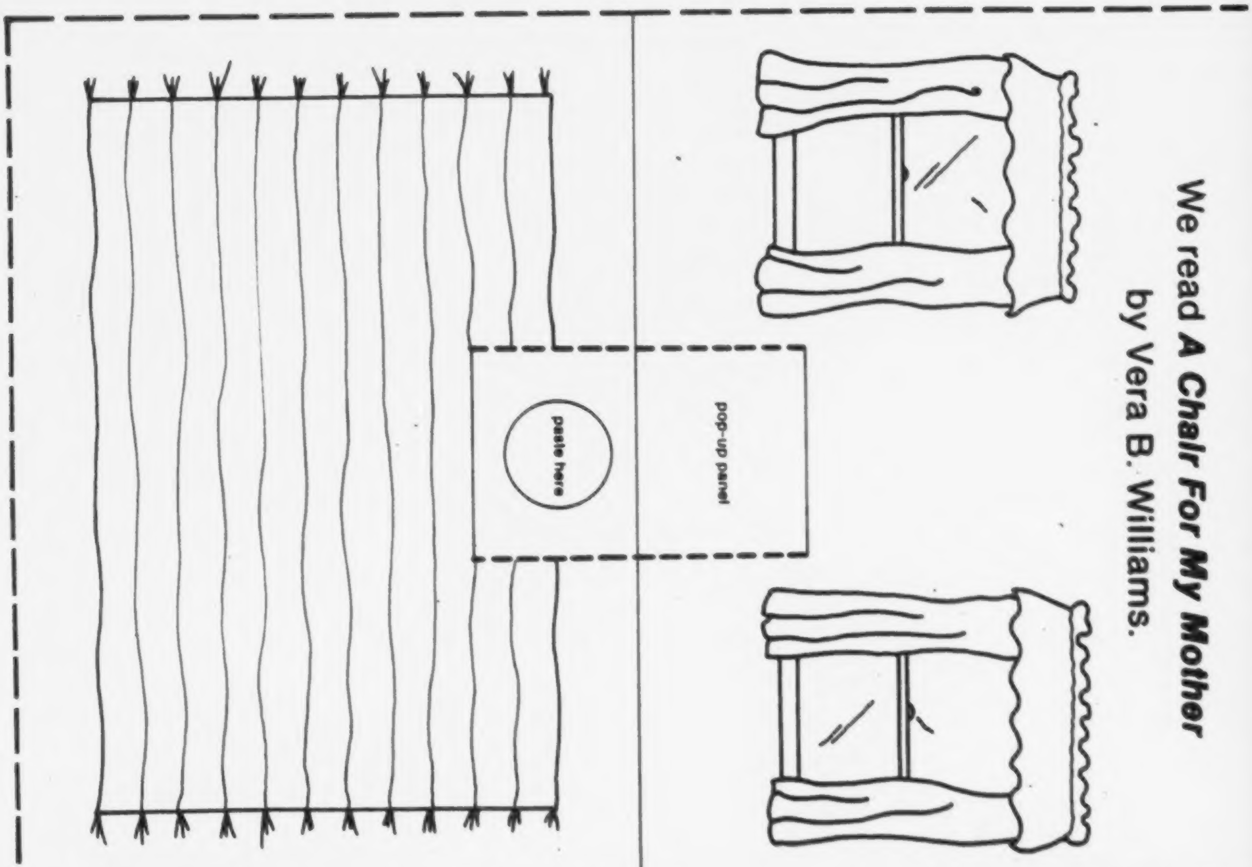
(Class A)

1. Color the room and the chair.
2. Cut on the dotted lines.
3. Press the pop-up panel to the inside.



4. Paste the chair on the pop-up panel.



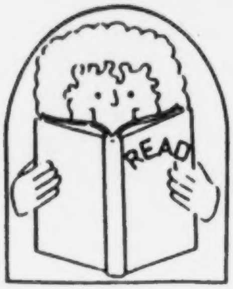

paste here
pop-up panel

We read ***A Chair For My Mother***
by Vera B. Williams.

©1987 by EVAN-MOOR CORP.

Sylvester and the Magic Pebble

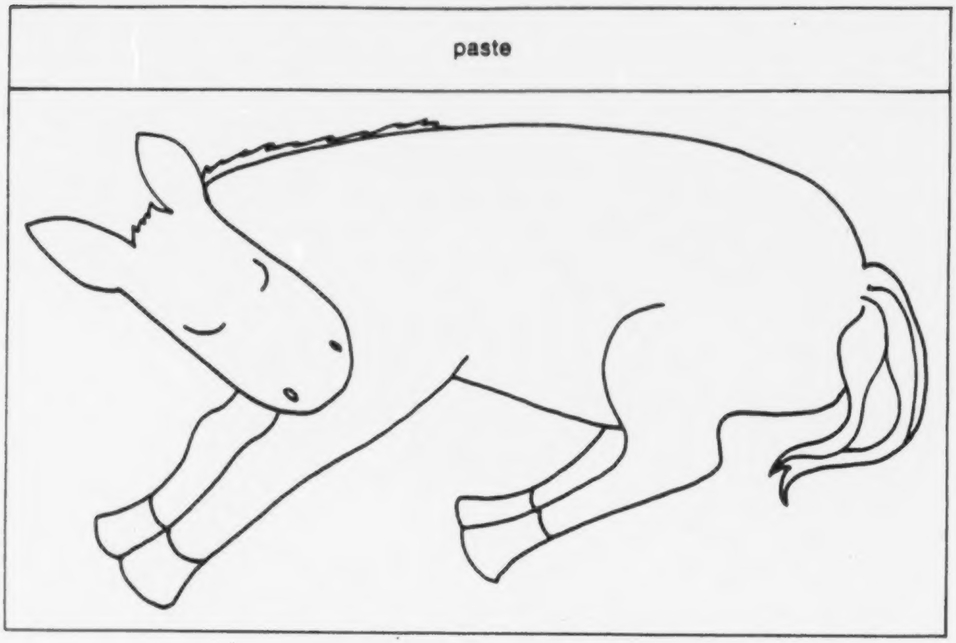
(Class A)



We read ***Sylvester and the Magic Pebble***

by William Steig.

1. Paste a 5½" x 3½" paper flap over Sylvester.
2. Draw a large rock on the flap.
3. Color the picture and add characters from the story.



What would your wish be if you found a magic pebble?

©1987 by EVAN-MOOR CORP.

Tikki Tikki Tembo

(Class A)

We read ***Tikki Tikki Tembo*** by Arlene Mosel.

a-1
b-2
c-3
d-4
e-5
f-6
g-7
h-8
i-9
j-10
k-11
l-12
m-13
n-14
o-15
p-16
q-17
r-18
s-19
t-20
u-21
v-22
w-23
x-24
y-25
z-26

Can you discover the mystery name hidden in the code?

20 9 11 11 9   20 9 11 11 9

20 5 13 2 15 — 14 15   19 1

18 5 13 2 15 — 3 8 1 18 9

2 1 18 9   18 21 3 8 9 —

16 9 16   16 5 18 9   16 5 13 2 15

What does this mystery name mean?

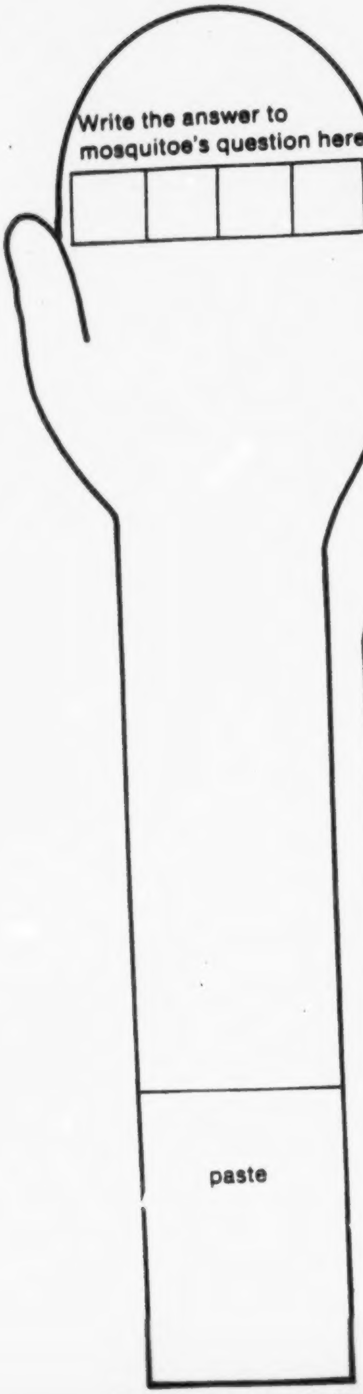
©1987 by EVAN-MOOR CORP.

Why Mosquitoes Buzz in People's Ears

(Class A)

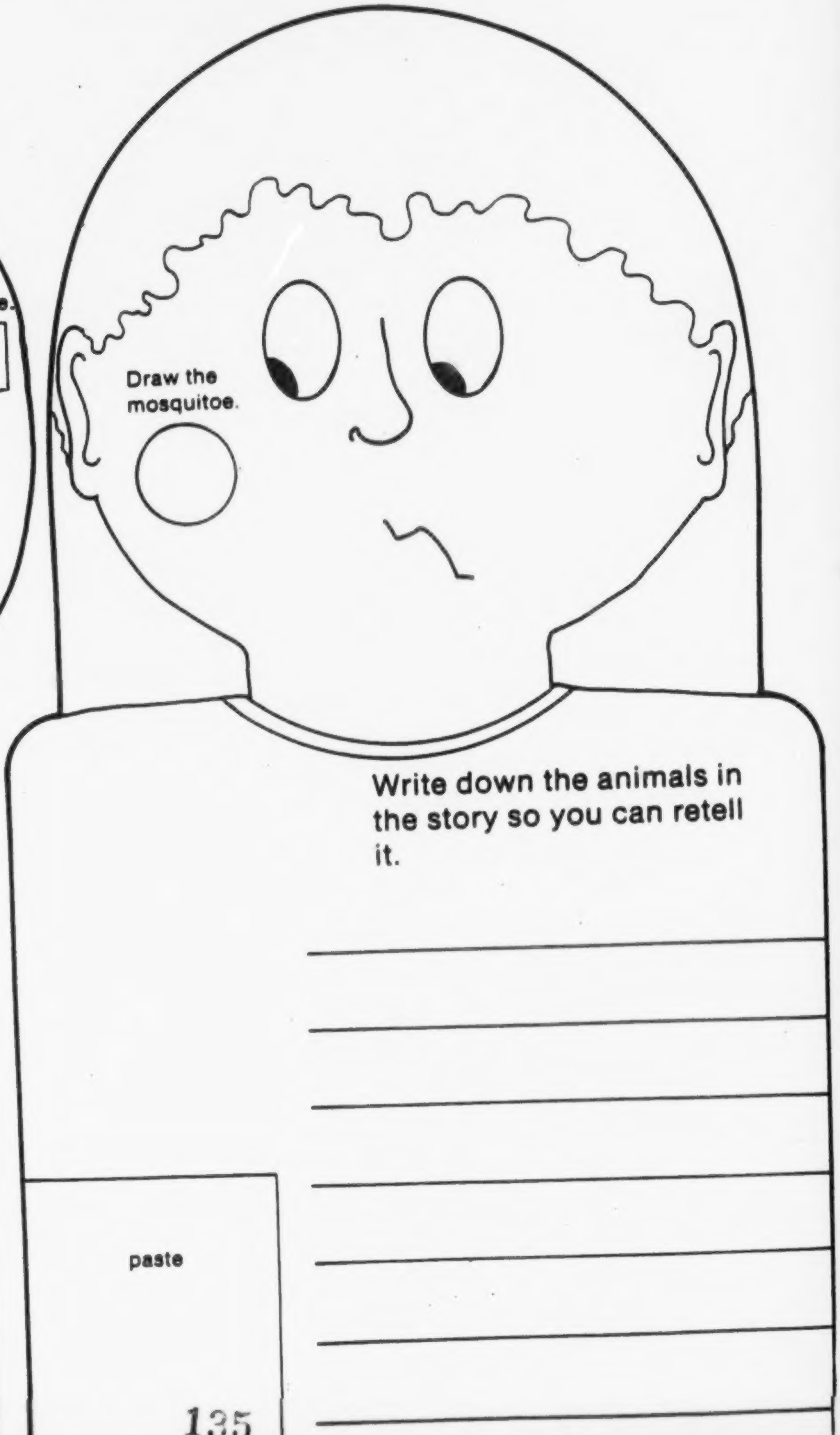
We read *Why Mosquitoes Buzz In People's Ears*

by Verna Aardema.



Write the answer to mosquitoe's question here.

☐☐☐☐



Draw the mosquitoe.

Write down the animals in the story so you can retell it.

____

____

____

____

____

____

____

©1987 by EVAN-MOOR CORP.

Alexander and the Terrible, Horrible, No Good Very Bad Day

(Class B)

ANALYSIS: Activity 2

PROBLEMS IN PICTURES

Draw your ideas in these boxes.

This is Alexander's **biggest** problem.

This is Alexander's **smallest** problem.

This is Alexander's **funniest** problem.

This is the problem Alexander has that I have the most.

© Teacher Created Materials, Inc. 1

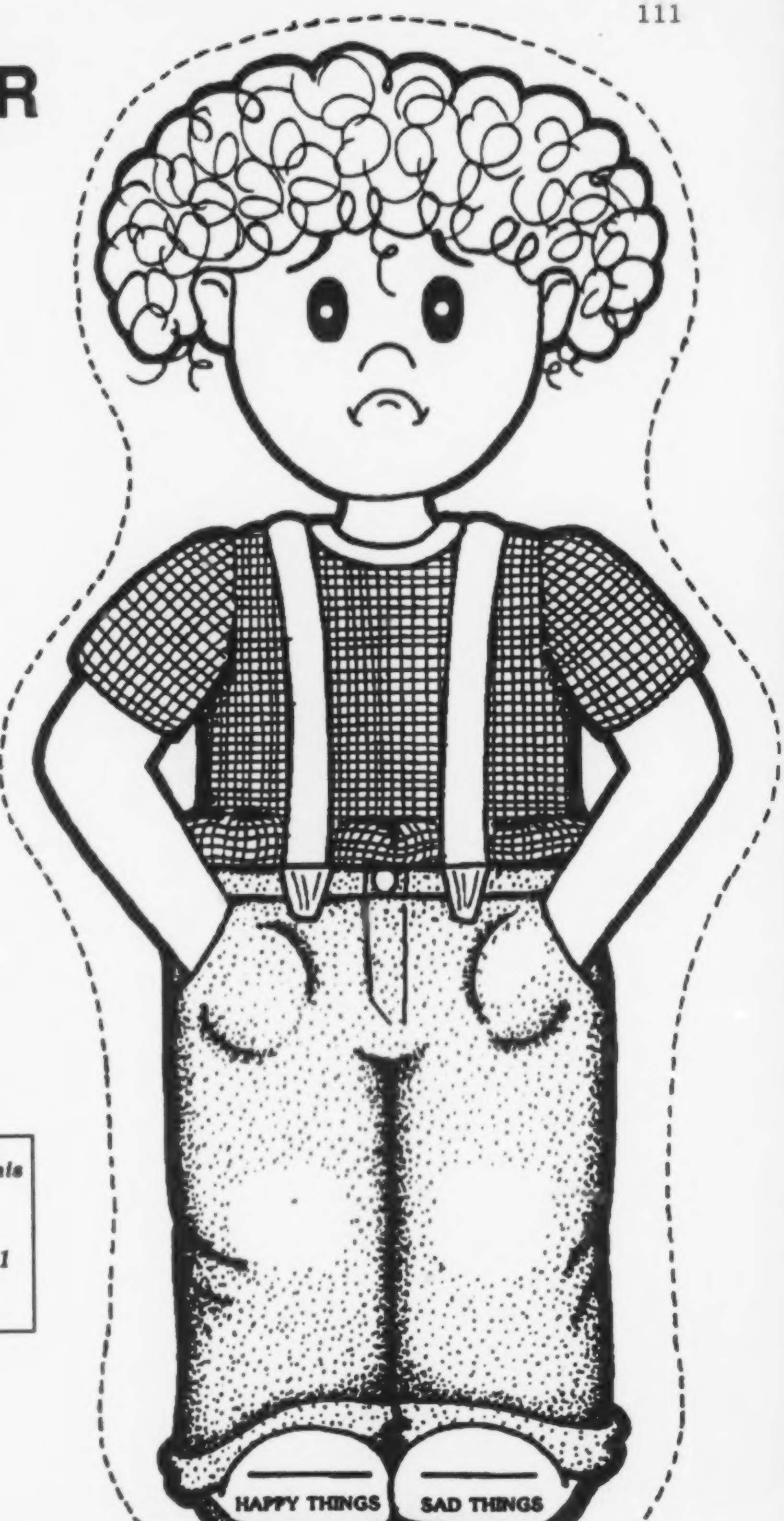
SYNTHESIS: Activity 1

ALEXANDER DOLL

Page 1

1. Color Alexander

2. Cut him out

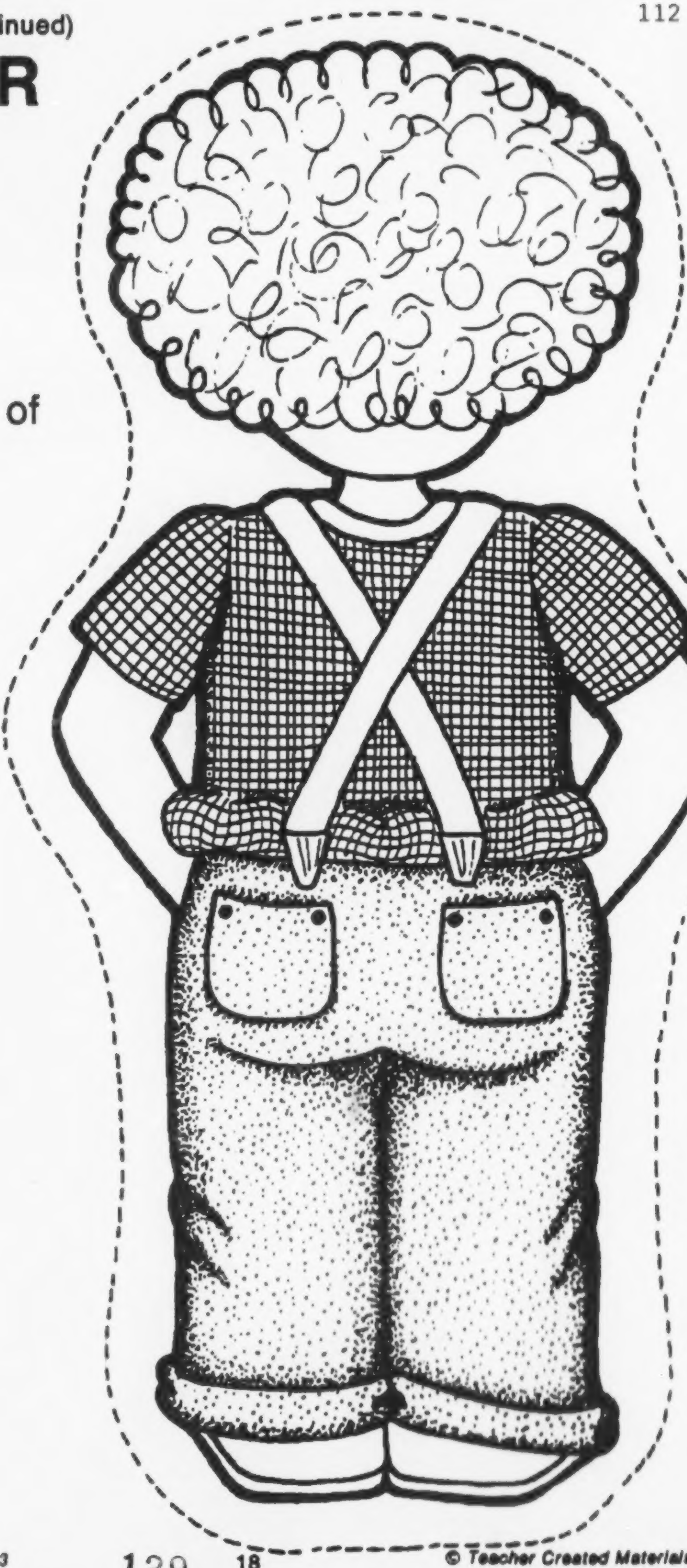


There are three pages for this project.

Teacher, reproduce pages 1 and 2 on heavy paper.

SYNTHESIS: Activity 1 (Continued)

ALEXANDER DOLL

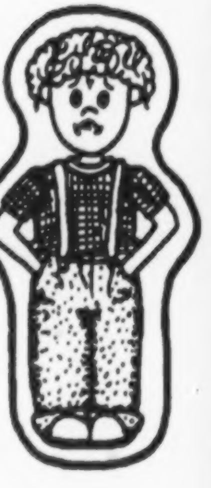


Page 2

1. Color the back of Alexander.
2. Cut him out.

© Teacher Created Materials, Inc. 198

ALEXANDER DOLL



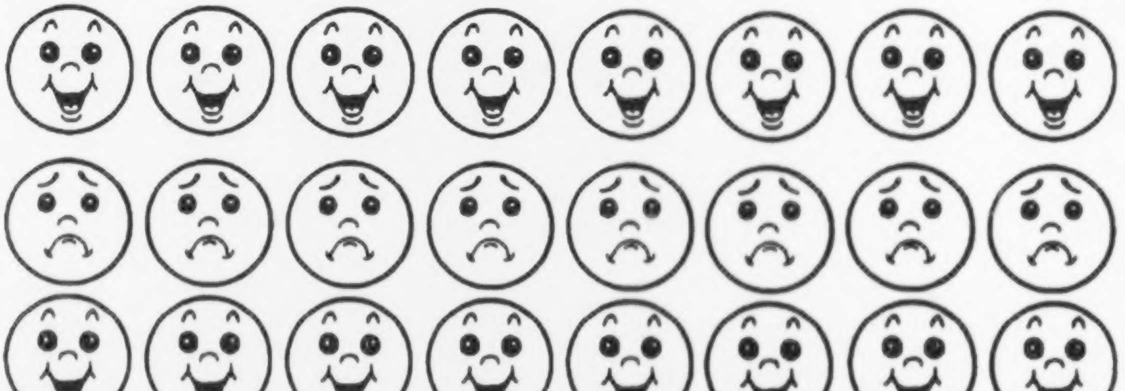
Page 3

To put Alexander together:

1. Put Alexander's back and front together.
2. Staple 3/4 of the way around him.
3. Stuff him with cotton balls or shredded paper.
4. Staple the rest of him closed.

Are your days filled with good or bad things? Let you Alexander Doll help you find out!

Color and cut out the happy and sad faces below. Now you ar ready for a day with Alexander! Every time something goo happens, glue or tape a happy face on Alexander's shirt o pants. Every time something bad happens, glue or tape on sad face. At the end of the day, count how many happy an sad faces you have. Write the number on Alexander's tenni shoes.



BEST COPY AVAILABLE

© Teacher Created Materials, Inc. 1988

Ira Sleeps Over

(Class B)

Special Friends

Frog and Toad are special friends.

Who is your special friend? ________

How long has he or she been your special friend? ________

Where did you meet? ________

What are three things you and your friend like to do together?

1. ________
2. ________
3. ________

What is one thing your friend likes that you don't like? ________

What do you think makes you friends? ________

Do you think your special friend will always be your friend? ________

Why? ________

142

TEDDY BEARS ARE *GREAT!*

You have been hired by the owner of a toy store to help sell 1000 teddy bears. The owner likes your ideas and wants you to create an advertising poster for the store window.

Write your ideas in this box. Cut out the box and paste it on a poster with your drawing of a teddy bear. Hang your advertising poster in your classroom!

BUY A TEDDY BEAR TODAY!

Here are three reasons to own a teddy bear:

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

Teddy bears come in these colors ______________________________

____

Teddy bears come in these sizes ______________________________

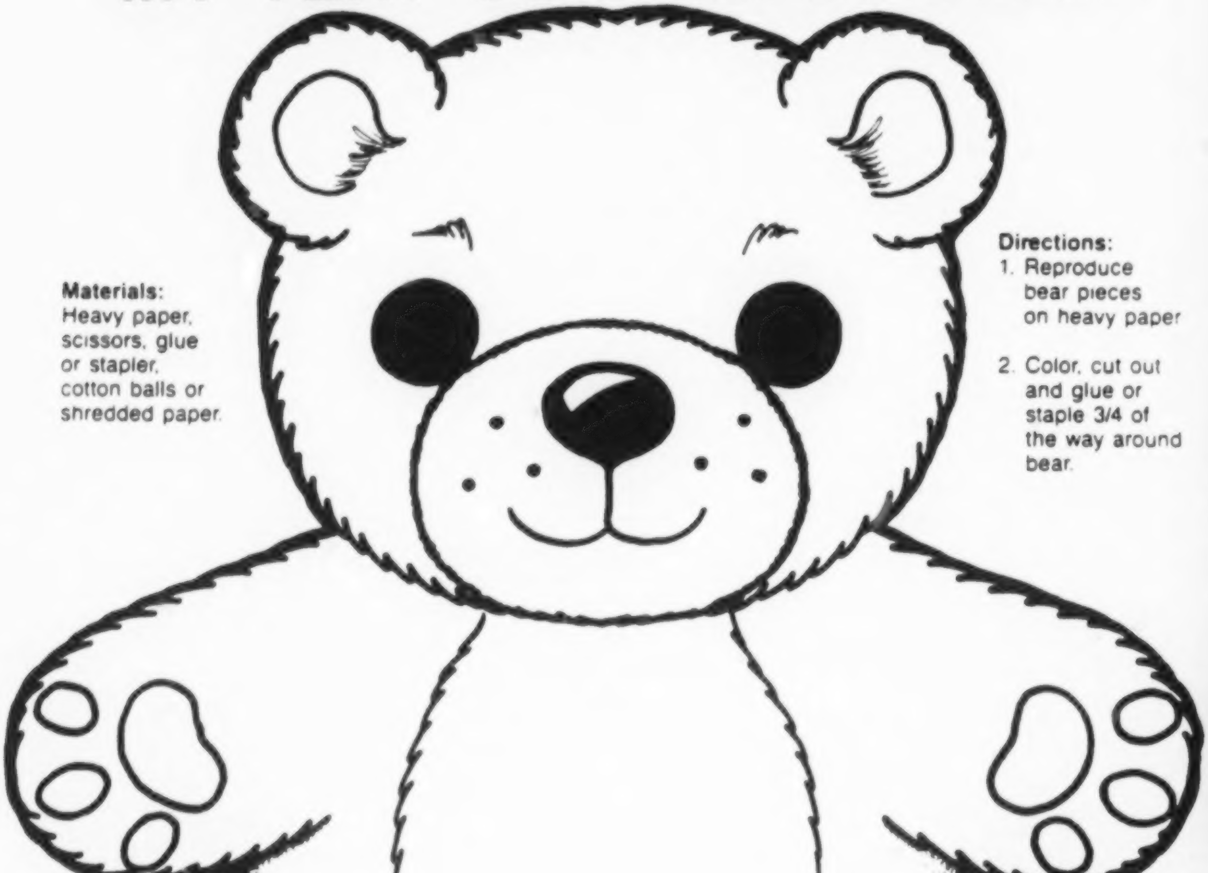
____

And this great teddy bear only costs ______________________________!

BUY YOURS NOW!

© Teacher Created Materials, Inc. 1987

MY VERY OWN TEDDY BEAR



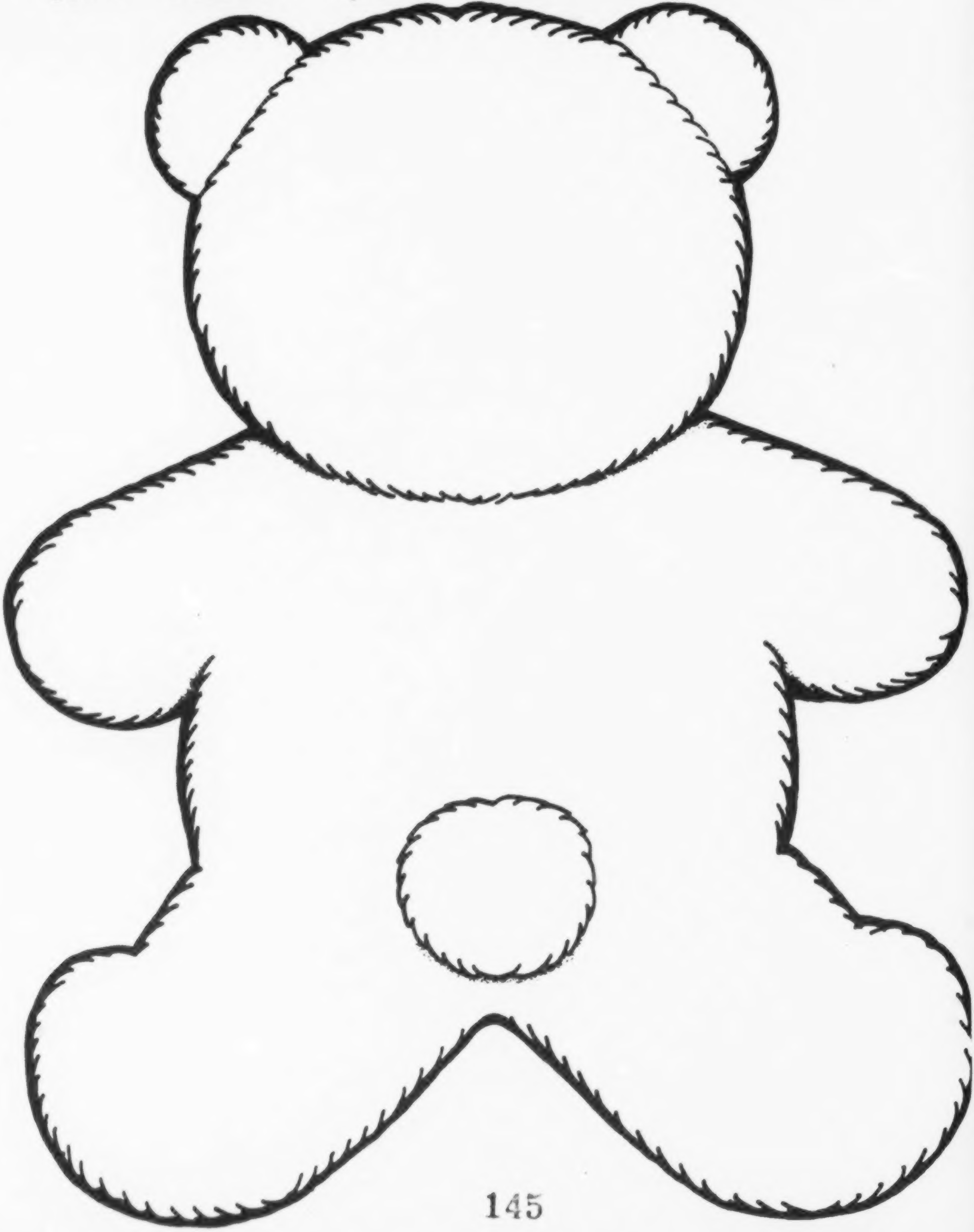
Materials:
Heavy paper, scissors, glue or stapler, cotton balls or shredded paper.

Directions:
1. Reproduce bear pieces on heavy paper.
2. Color, cut out and glue or staple 3/4 of the way around bear.
3. Stuff with cotton balls or shredded paper.
4. Staple or glue closed rest of bear.
5. Add button eyes and a ribbon or paper bow!

© Teacher Created Materials, Inc. 1987

SYNTHESIS: Activity 3, continued

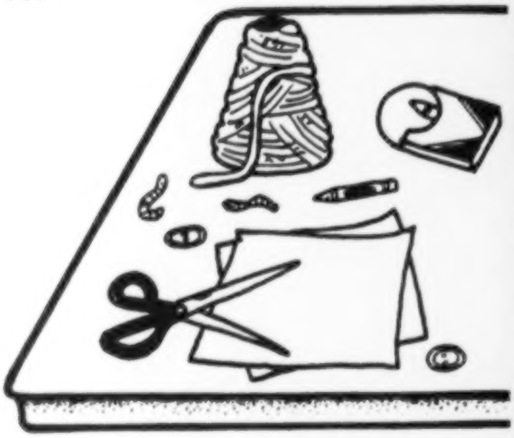
MY VERY OWN TEDDY BEAR



The Velveteen Rabbit

(Class B)

Look at my rabbit!

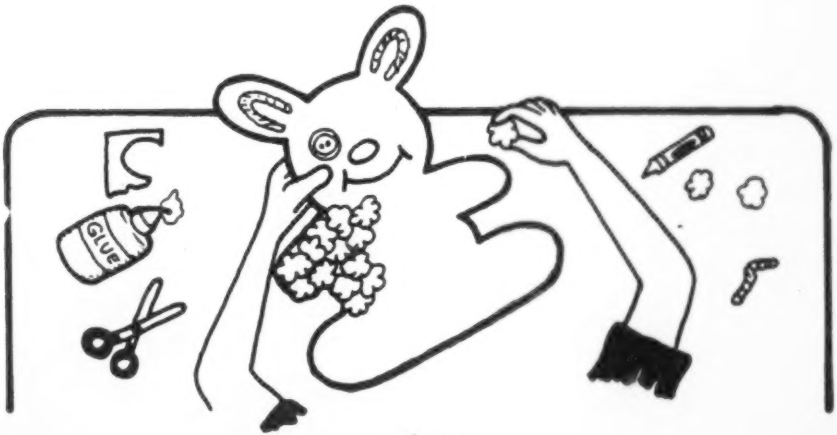


Write some words from the story that tell what the Velveteen Rabbit looked like at the beginning of the story.

1. Color of his coat ________________
2. Color of his ear lining ____________
3. Spots or no spots on his coat______
4. Color of his eyes ________________
5. Fat or thin ____
6. Kind of material the rabbit is made from ______________________________

   ____
7. Number of legs ____
8. Kind of whiskers____
9. Size ___________ (The rabbit fit inside a Christmas ______________ .)

Use the information you wrote to make a Velveteen Rabbit of your own. You may use construction paper, crayons, paint, material scraps, yarn, buttons, cotton, or other materials you might think of.



My Favorite Toy

- What is your favorite toy? ______________________
- What is so special about this toy? ______________________
- Does it have a name? ______________
- Who gave it to you? ______________
- How long have you had it? ______________________
- What is one thing you like to do with your favorite toy? ______________________

Now, it's your favorite toy's turn to talk! Pretend your toy is giving the answers! Fill in *all* the blanks.

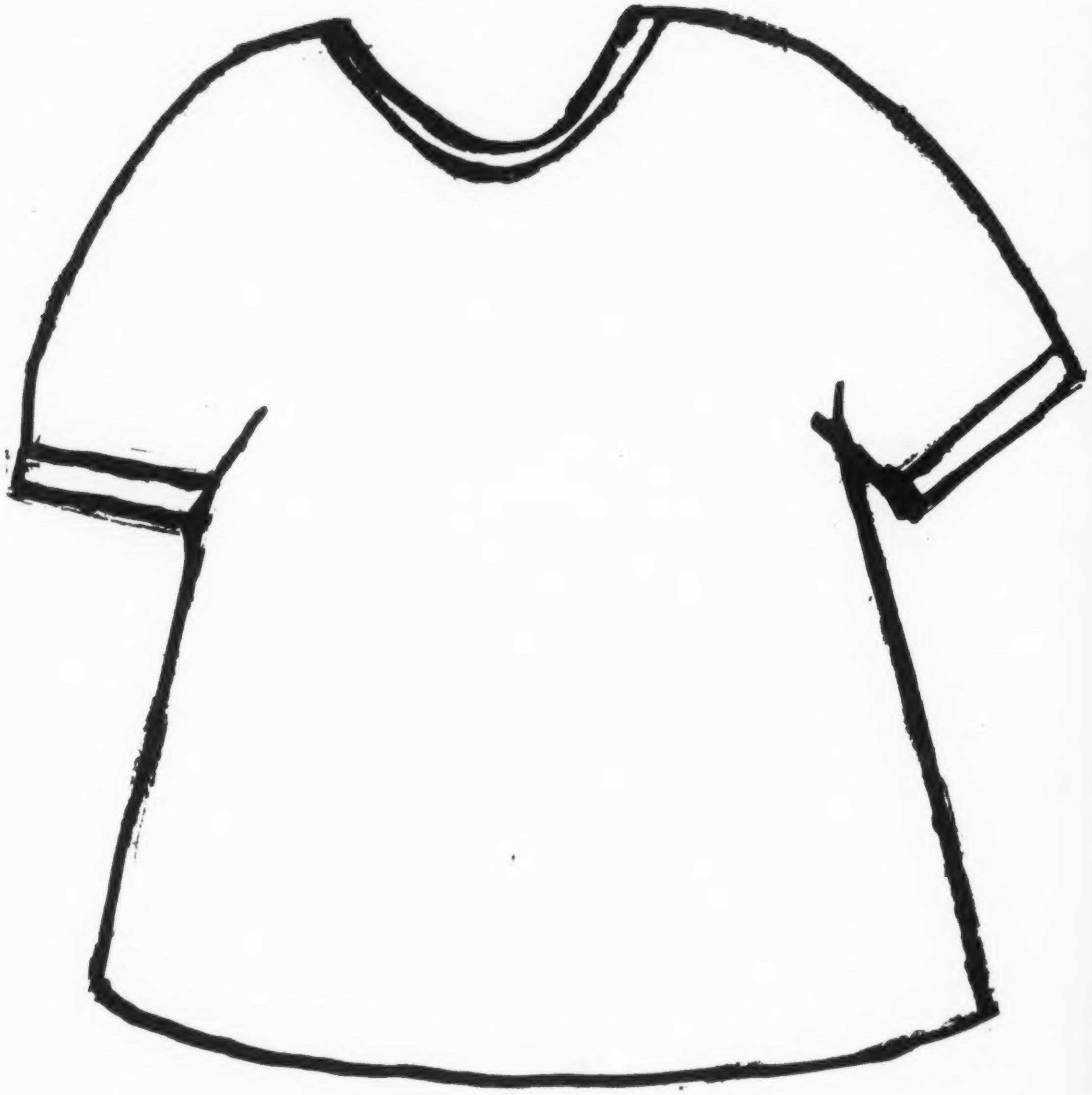
1. My name is______________________.
2. My favorite person is ______________________
   because______________________.
3. The thing that makes me happiest is when ______________________.
4. The thing that makes me saddest is when ______________________.
5. If I could have one wish, I would wish that ______________________.

© Teacher Created Materials, Inc. 1987

Book Bag Activities

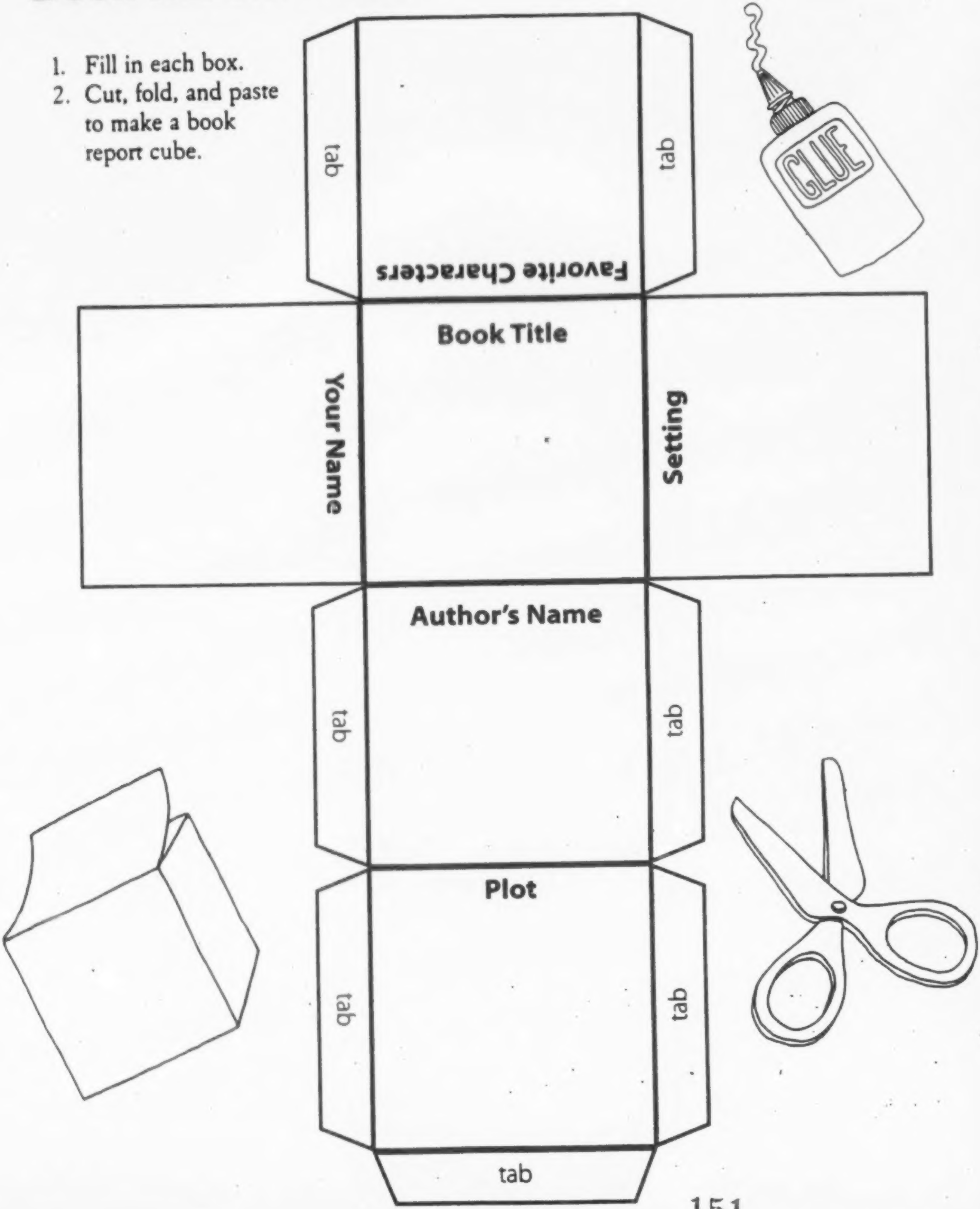
(used with entire class after free choice of book)

(Class A and Class B)



BOOK REPORT CUBE

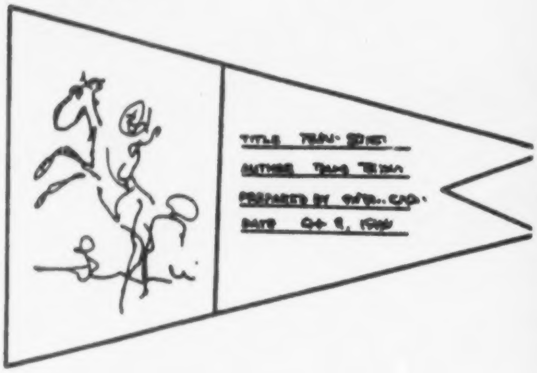
1. Fill in each box.
2. Cut, fold, and paste to make a book report cube.


tab
tab
Favorite Characters
Book Title
Your Name
Setting
Author's Name
tab
tab
Plot
tab
tab
tab
GLUE

Name ______________________

BOOK BANNER

Make a book banner for a book you enjoyed.



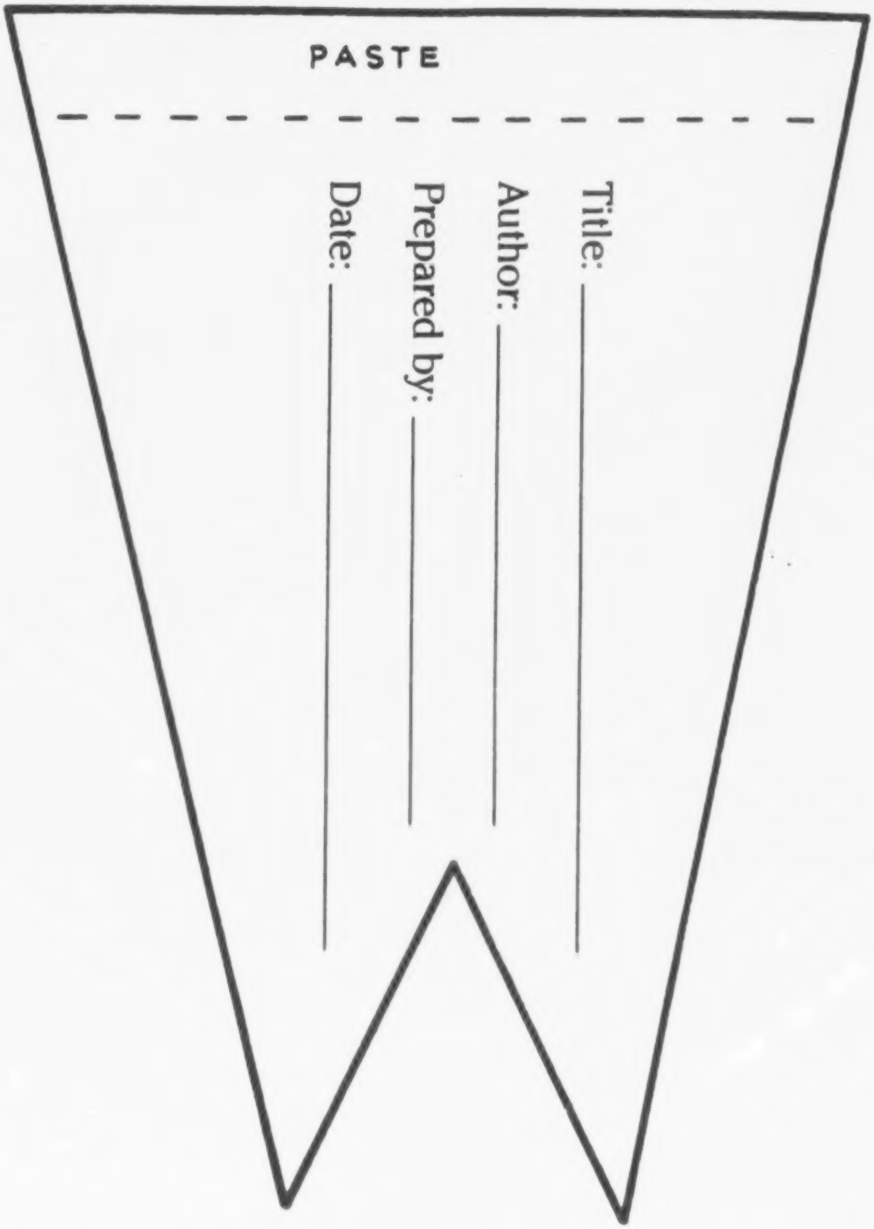
Materials

- a book you have read!
- scissors
- glue
- a piece of white paper
- crayons or felt-tipped markers
- banner pattern—Parts 1 and 2

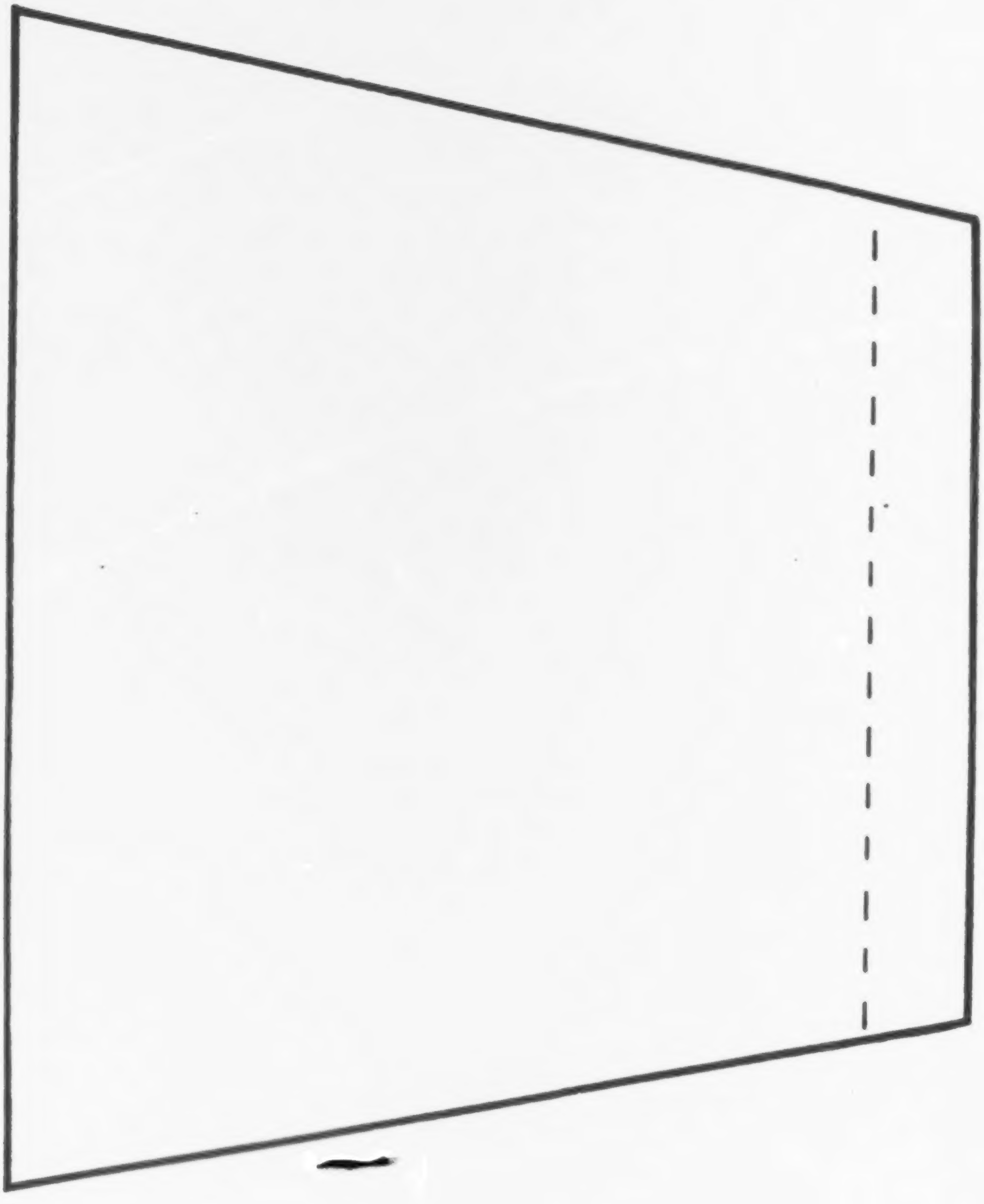
Directions

1. Plan your banner. Look at the banner pattern. Find the place for a picture about your book. Find the lines for writing the title, the author's name, and your name.
2. Plan your picture. Choose an interesting event from the story. Draw your picture on the piece of white paper. Make sure your picture will fit in the space on the banner.
3. Cut out the banner. Glue the two parts together. While you wait for the glue to dry, complete the next step.
4. Use a dark-colored crayon or marker to print the title, the author, and your name on the banner.
5. Trim your picture to fit on the banner and then glue it in place. Hang up your book banner!

BOOK BANNER PATTERN—PART 1


PASTE
Title: ____
Author: ____
Prepared by: ____
Date: ____

BOOK BANNER PATTERN—PART 2



January 16, 1997

Dear Parents,

This week the children will be working on their final book bag assignment. The assignment will be due on Monday, January 27th. Soon after that, you will receive a questionnaire to fill out, similar to the one you filled out in the fall. I have truly appreciated your help with these activities! I have just two months to complete Chapter Four of my thesis and then a little class work to complete. Graduation is set for May 17th!!!!!

Bookmobile Mobiles

You will need:

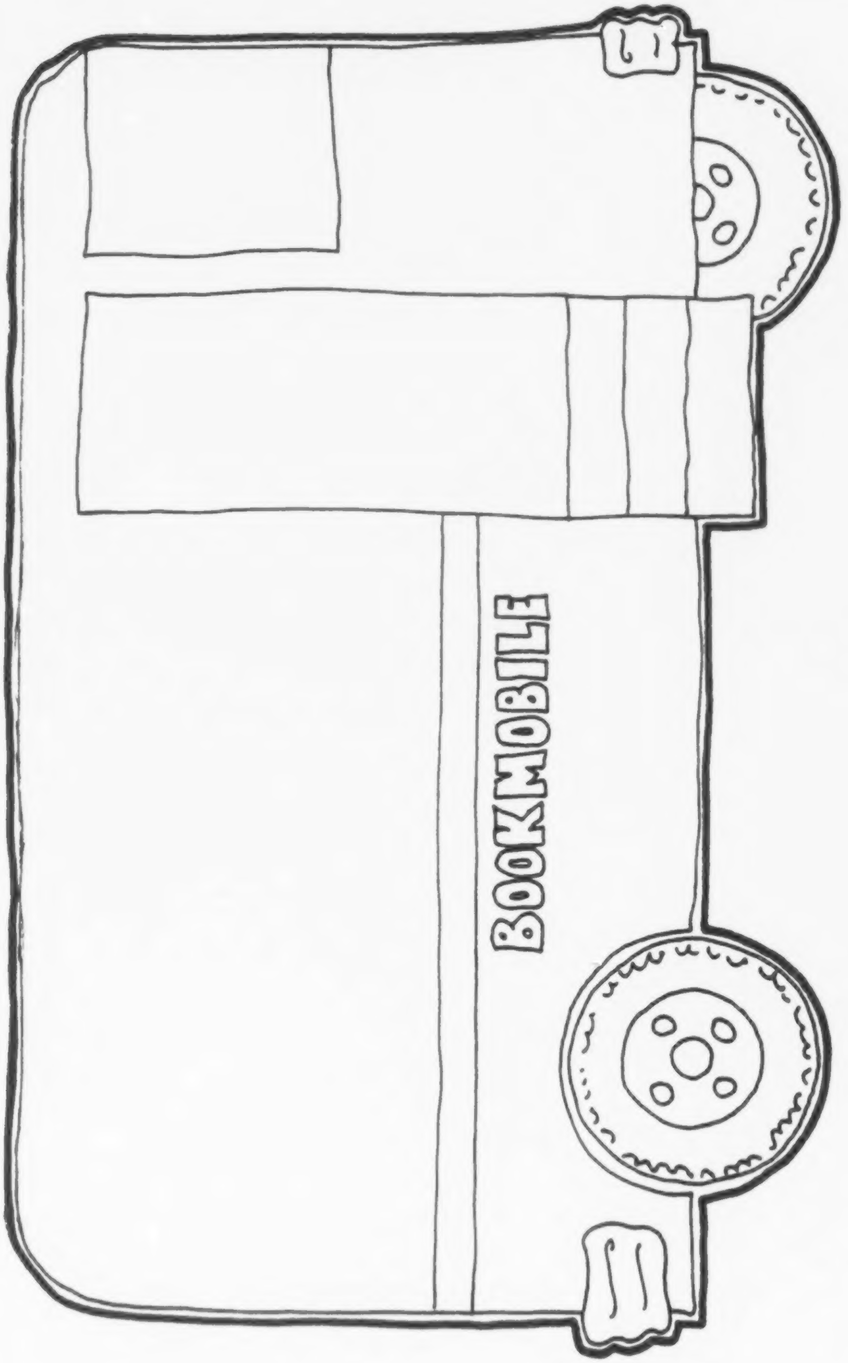
- a book
- crayons
- a hole punch
- yarn or string
- a coat hanger
- scissors

To Make The Mobile:

1. Cut out the 4 bookmobiles from paper. Punch a hole at the top of each one.
2. Write your name on both sides of one bookmobile.
   Write the title of the book on the second bookmobile with the author of the book written on the flip side.
   Write and draw the main characters on the third bookmobile with the setting on the flip side.
   Write and draw a main event on the fourth bookmobile with a second main event on the flip side.
3. Draw designs around the writing or drawings on each bookmobile.
4. Thread each piece of yarn or string through a hole in a bookmobile and knot it. Tie each bookmobile to the hanger. Spread the pieces out for balance.

Have Fun!!!

BOOKMOBILE PATTERN


BOOKMOBILE

Appendix K
Book Bag Survey

SURVEY

Child's name____________________________

Title of book____________________________

*****Please be very honest.

My child enjoyed reading this book (or having it read to him/her).	yes	no
My child enjoyed the activity in this book bag.	yes	no
I needed to sit with my child in order for the activity to be completed.	yes	no
My child is anxious to bring home the next book bag.	yes	no
My child read the book and completed the activity without any reminders from me.	yes	no